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ABSTRACT

This publication is a tutor's guide to teaching basic literacy using The Fresno Bee, a California newspaper, as the primary "textbook." The course is aimed at English-speaking adults and is designed to teach reading in an interesting and entertaining way that promotes self-motivated study, both in the classroom and at home. The guide is divided into three parts, each with 25 lessons. Designed for the nonreader who knows almost nothing about language, not even the sounds of the letters, Part I begins with letters and sounds and introduces students to the reading of basic words. The printed and cursive alphabets are introduced, along with the concept of alphabetization. Designed for students who have some knowledge of sounds and words, either through pretutoring or following the lessons in Part I, Part II begins with a review of the letters and sounds, then moves into longer words, basic sentence structure, and basic punctuation. Designed for students who have some basic reading ability but who need vocabulary practice and work on practical reading, Part III begins with a review of the concepts covered in Parts I and II and then continues with more vocabulary development and practical reading: more on alphabetization, using advertising, reading maps, using indexes, categorization, writing basic letters, and filling out forms. Each lesson consists of some or all of these components: objective, getting started, activities, home assignment, and examples from the newspaper. (YLB)

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Bee A Reader

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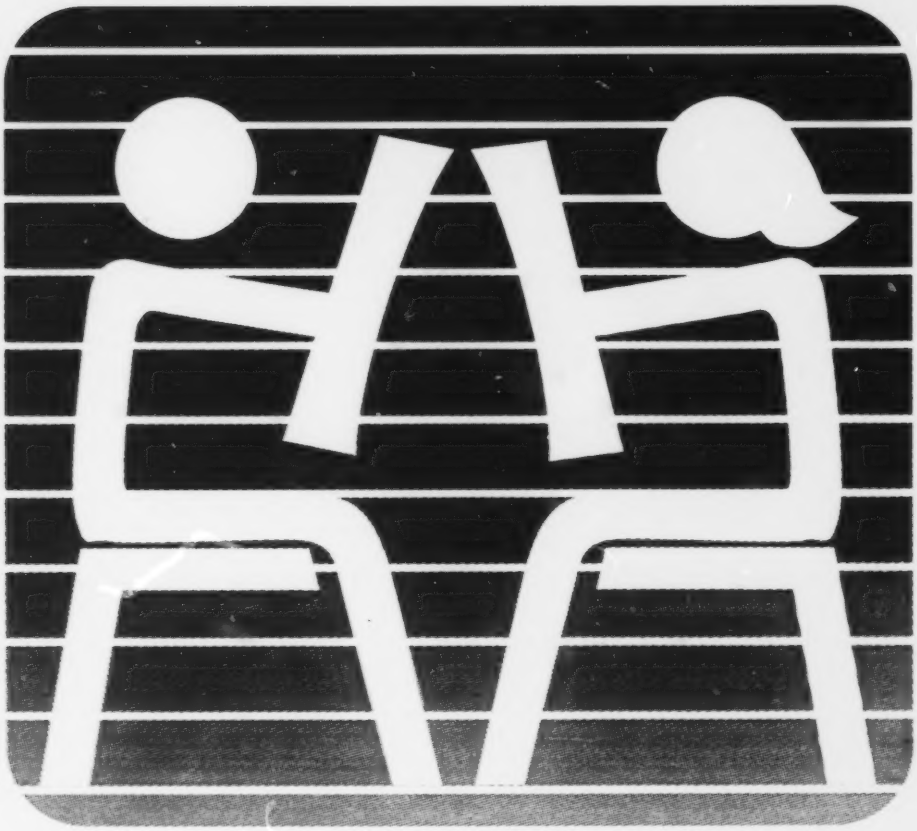

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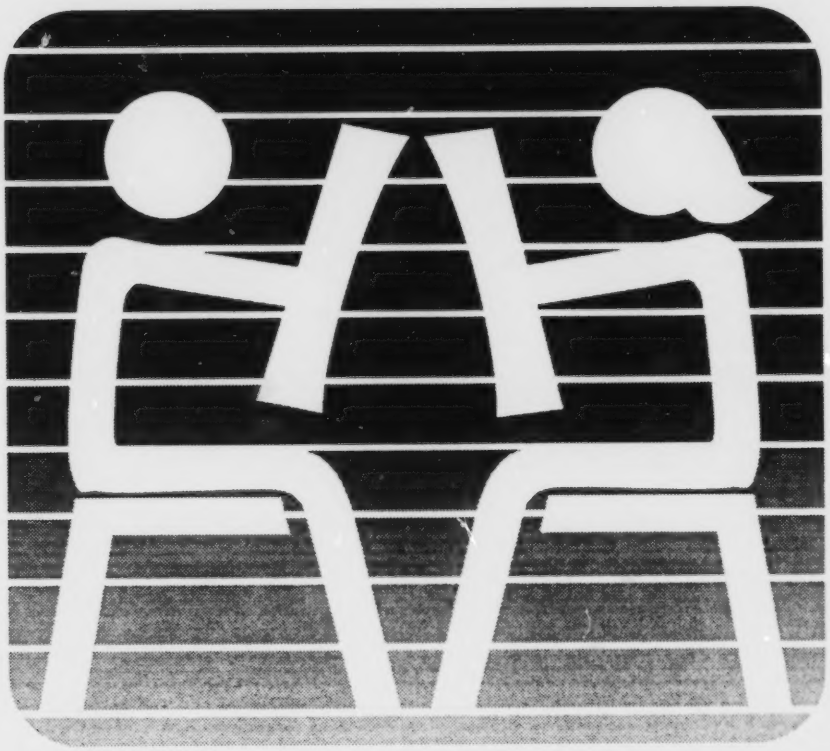
Bee A Reader



Edited by
Holly Hayes and Jill Marmolejo

Design by
Richard T. Nakaguchi

The Fresno Bee

Recycled Paper

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INTRODUCTION

As many as 27 million Americans — one-quarter of the labor force — lack the basic reading, writing and math skills necessary to perform in today's job market.

One in four adults in California has serious difficulty reading the front page of a newspaper or completing a census form.

The statistics are alarming, even numbing. But what does it really mean to read beneath the eighth grade level, as 60 million Americans do? Antidote instructions on common household chemicals are indecipherable. The monthly utility bill is a muddle. Street signs, grocery circulars, job applications, maps and restaurant menus might as well be written in Greek.

Adult illiteracy is a big issue that demands creative solutions.

Bee a Reader is a tutor's guide to teaching basic literacy using The Fresno Bee as the primary "textbook." Why the newspaper? It's a resource that is fresh every day, infinitely portable and definitely adult. And the newspaper is frequently the No. 1 item that non-reading adults say they would like to learn to read.

The newspaper reflects a world that is immediately familiar and intensely interesting. Consequently, lessons direct students to shop for a used car, find out where a favorite movie is playing, compare grocery prices, check the weather forecast and write a letter to the editor.

The course is aimed at English-speaking adults and is designed to teach reading in an interesting and entertaining way that promotes self-motivated study, both in the classroom and at home.

The guide is divided into three parts. How you use the lessons will depend on your students' pre-existing reading level and their personal goals.

KEY POINTS FOR TUTORS:

- The program can be used in small classes or one-on-one.
- Tutors should talk to students about their reading goals. One student might have as a goal helping his children with homework; another might aspire to a GED program or community college. Different goals prescribe different approaches.
- Step-by-step instructions make the curriculum easy to use. However, it is important to prepare for a tutoring session by reading the lesson and gathering materials before the session begins.

• The graphics that accompany many lessons are intended to serve only as a springboard for your own exploration of the newspaper. Remember: The newspaper is a fresh textbook every day.

• Some students will move through the lessons quickly, others less so. Don't hesitate to assign additional homework or repeat lessons, depending on the level of your student. Break one lesson into two; take more time if you need it.

• Each lesson should include a period of oral reading. In early lessons, students will begin to understand the way the written word should sound. They also will observe your enthusiasm for reading as a leisure activity as well as an information-gathering skill. You will make oral reading an enjoyable part of each lesson if you read to students at their intellectual level rather than their reading level. Choose reading material that matches your students' interests and vary the diet — from magazine articles to books, poetry to mail-order catalogs.

TIPS FOR TUTORS:

• At your very first session, ask your student to go through a couple of pages of the newspaper and circle or highlight familiar words. This will give you an idea of the student's reading level.

• Give praise whenever possible. Your student may have experienced failure learning to read, so encouragement is important.

• Encourage students to ask questions if lessons or other instructions are not clear to them.

• Vary activities and take breaks. You might take a walk and practice reading signs, for example. Or, you might assist your more advanced students in writing a letter to the editor.

• Repeated copying is a good way for students to become familiar with words. However, you may use a variety of techniques to help students study words. They include:

√ Outlining the shape of the word.
√ Visualizing the word with eyes closed.
√ Writing words in letters clipped from headlines.
√ Underlining the vowels in the word.
√ Scrambling, then unscrambling, the letters.
√ Playing bingo with the words.
√ Writing the word in the steam on the bathroom mirror.

INTRODUCTION/continued

RESOURCES:

In addition to the newspaper, students will need pens and/or pencils, index cards and a notebook of some kind.

Scissors and a blackboard or flip chart will be needed in the classroom.

Other suggestions for classroom materials:

√ Map of California.
√ Map of the United States.
√ Map of the world and/or a globe.
√ Simple recipe book with photographs.
√ Telephone directory.
√ Circulars featuring grocery advertisements.
√ Bus schedule.
√ Blank checkbook and deposit slips.
√ Calendar.
√ Job application.
√ Medical insurance forms.
√ Utility bills.
√ Voter registration forms.
√ Box of empty household-product containers.
√ Lottery ticket.
√ Copies of forms from the Department of Motor Vehicles.
√ Sample tax forms.
√ Library card application.

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• The American Newspaper Publishers Association, "Press to Read" project.

• The Dallas Morning News and Emily Rich, "Learn to Read."

• Literacy Volunteers of America Inc., "Read All About It!"

• The Pan Educational Institute and Kansas City Star, "Project Literacy."

• The Fresno Bee.

Comments or questions on Bee a Reader should be directed to:

The Fresno Bee
Public Relations Department
1626 E St.
Fresno, CA 93786
(209) 441-6286

or:

Fresno Adult Literacy Council
2237 E. Clinton Ave.
Fresno, CA 93703
(209) 224-4171

"Some people give time, some money, some their skills ... everyone has something to give. ... I honestly don't know of a more important gift that anyone can give than the gift of literacy."

First Lady Barbara Bush

NOTES

PART I

INTRODUCTION/PART I

Part I begins with letters and sounds and introduces students to the reading of basic words. Part I is designed for the non-reader who knows almost nothing about language, not even the sounds of the letters. The printed and cursive alphabets will be introduced, along with the concept of alphabetization. Tutors should consider the students' goals before stressing cursive writing; for many students, learning the printed alphabet is sufficient.

Each lesson should include a period of oral reading. Not only will students begin to understand the way the written word should sound, but they will observe your enthusiasm for reading as a pleasurable activity.

What you bring to read aloud in class will depend on your students' interests. Ask them what they would like to hear. Try to vary the diet -- from magazine articles to books to poetry.

LESSON 1

Objective: This lesson will serve as positive reinforcement to students because it includes words and signs they already know.

Getting started: As an introduction to The Fresno Bee and to newspapers in general, ask students to locate the following:

1. the name of the newspaper (the "flag")
2. a large number, a small number
3. a photograph of people engaged in a sport
4. a comic strip featuring an animal
5. a classified ad for a job
6. a map
7. a photograph of someone they recognize
8. a drawing of an article of clothing
9. a photograph or drawing of a household product
10. a headline
11. the date
12. an advertisement for a movie or concert
13. the TV schedule
14. the crossword puzzle
15. the weather forecast

Activities:

- Have students go through the first section of The Bee and pick out words they recognize. Have students read what they recognize. This will give you some idea about their reading level.
- Show students a number of signs that you have pictures of (stop signs, speed limit signs, etc.) Have students read the signs orally and explain what they mean. Ask students to identify the letters in the signs. Ask students about other signs they see regularly.
- Do an oral review of the alphabet.
- Display a model of the alphabet. Have students practice printing capital and lowercase letters. Discuss the difference between capital and lowercase letters.
- Assign each student a word that appears frequently in The Bee (some examples: sale, save, off, only, today, now, buy, special). Give each student a section of The Bee and have them find and circle as many examples of the word they can find.

At home: Have students practice printing capital and lowercase letters. Have them review the alphabet orally.

FRONT PAGE OF THE FRESNO BEE

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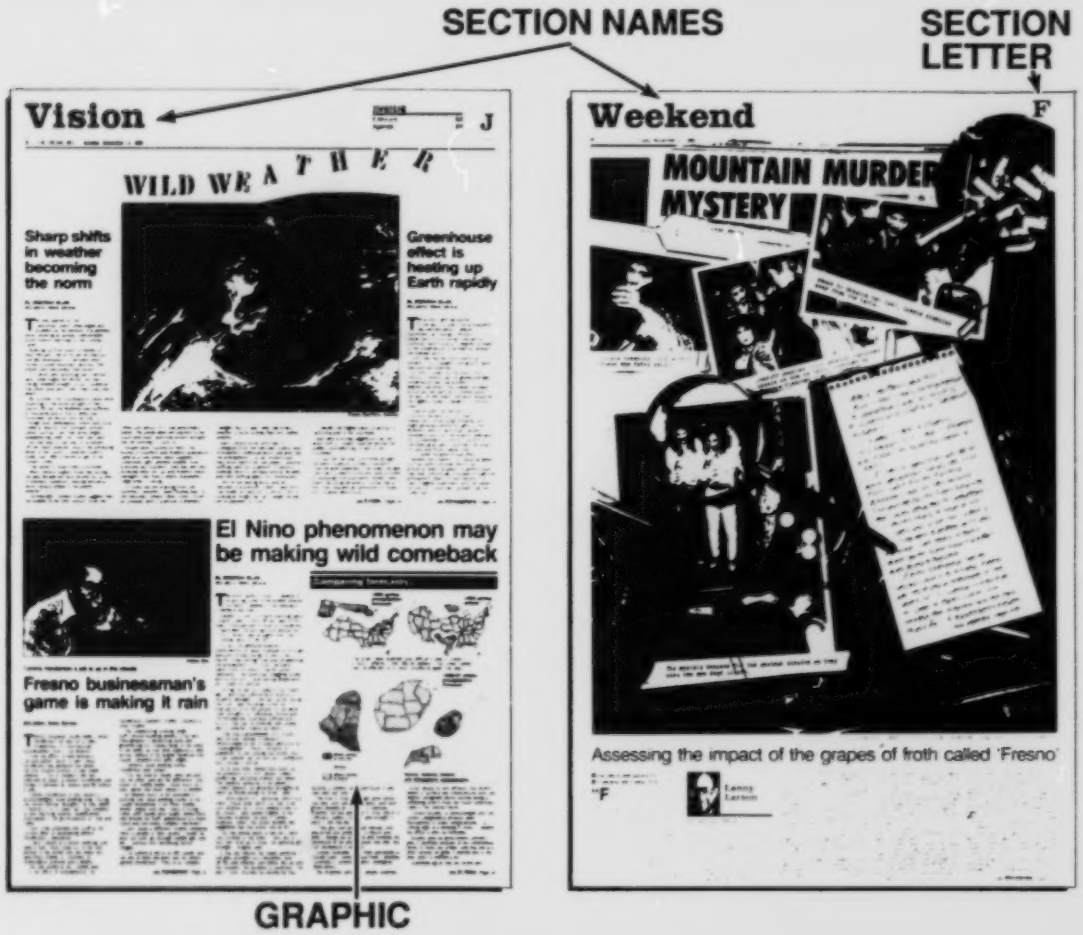
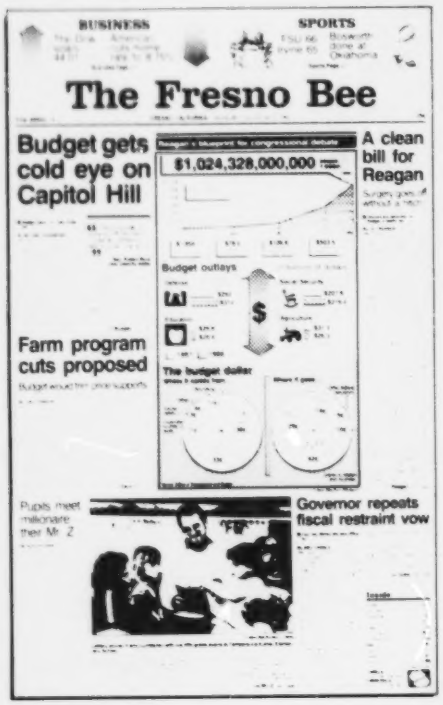

SECTION NAMES
SECTION LETTER
Vision
J
WILD WEATHER
Sharp shifts in weather becoming the norm
Greenhouse effect is heating up Earth rapidly
El Nino phenomenon may be making wild comeback
Fresno businessman's game is making it rain
Weekend
F
MOUNTAIN MURDER MYSTERY
Assessing the impact of the grapes of froth called 'Fresno'
GRAPHIC

REGULARLY APPEARING SECTIONS OF THE FRESNO BEE


BUSINESS

SPORTS

The Fresno Bee

Budget gets cold eye on Capitol Hill

A clean bill for Reagan

$1,024,328,000,000

Budget outlays

Farm program cuts proposed

The budget dollar

Pupils meet millionaire, then Mr. Z

Governor repeats fiscal restraint vow

Metro B

Old house stands between Clovis and K mart

What to do with Dinkey Creek power

Entrance fees will go up at US parks

Mutilation victim's life in the shadows

Pashayan a friend for farmers — Lyng

Park worker found safe in high country

Sad commentary

So many choices, so little time

Tempo D

Dennis Pollock

Thu Dec 11

The black dress and how!

Sports E

'The Record': Everybody wants in on the act

Bob McCarthy

Good luck, Kevin

Raiders pull it out in overtime

Allen's touchdown gallop overcomes San Diego surge

Bulldogs bounced from PCAA volleyball

Elgorriaga, Gleason grab honors

Former Bulldogs star must have surgery

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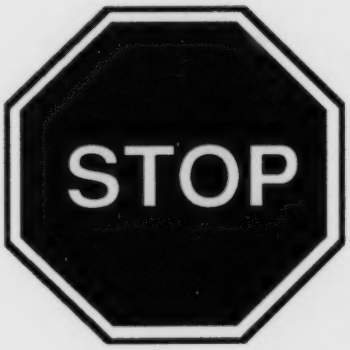
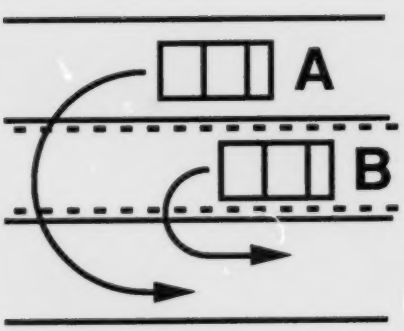
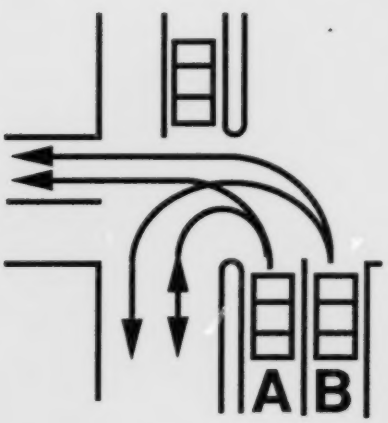
FAMILIAR ROAD SIGNS

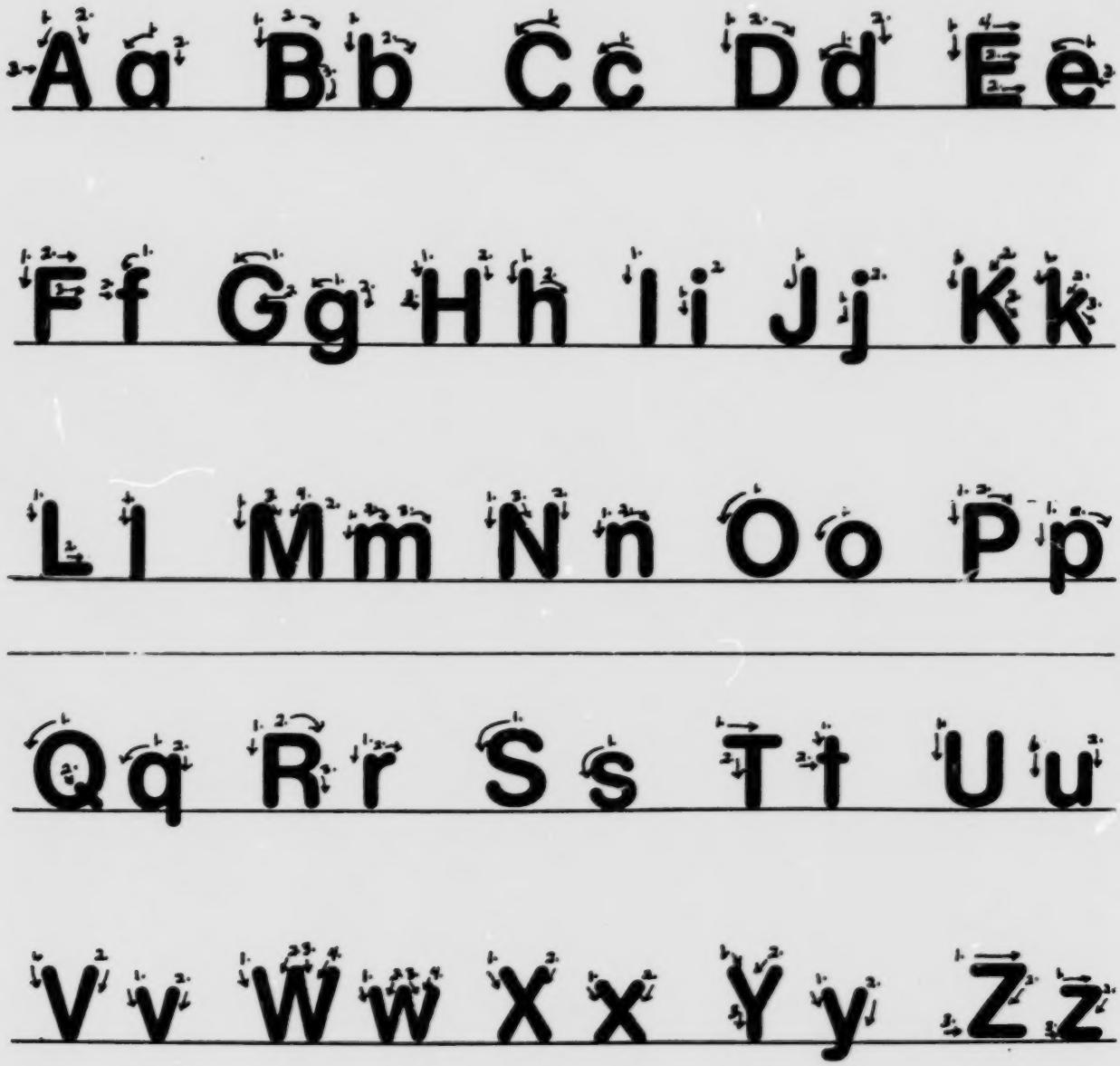
TWO WAY TRAFFIC



FAMILIAR ROAD SIGNS



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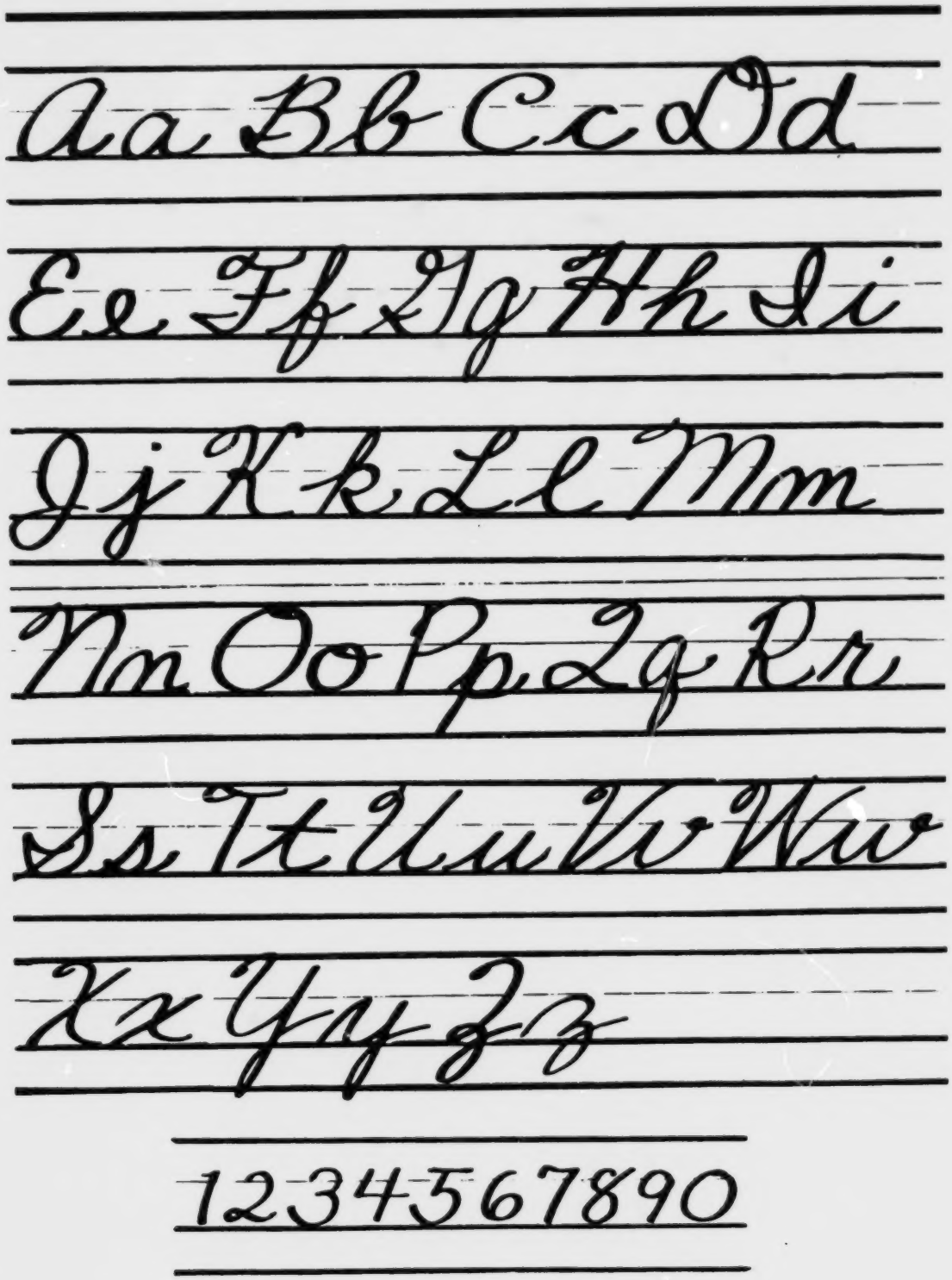
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Nn Oo Pp Qq Rr
Ss Tt Uu Vv Ww
Xx Yy Zz
1234567890

LESSON 2

Objective: This lesson will reinforce what you introduced in the first lesson and get students started writing and learning consonants and vowels.

Getting started: Have students look at the front page of The Fresno Bee. Show them where headlines begin and end. Explain what headlines are for:

1. Headlines call attention to the story.
2. Headlines summarize the main point or points of the story.
3. The size and "weight" of the headline indicate the relative importance of the story compared with others on the page.
4. Headlines help make the page pleasant to look at and serve as a "road map" to readers.

Activities:

- Review the signs from Lesson 1. Have students read them aloud.
- Review the alphabet. Look at the students' practice sheets from home.
- Have students continue printing alphabets, using the newspaper for letter models if necessary. Have them practice printing their names.
- Give each student the front page of a news section of The Bee (the "A" section, Metro or Sports). Have students circle the largest headlines on the page (the size of the headline on a story generally indicates its relative importance).
- Have students print their first and last names on a piece of paper. Give each student a section of The Bee and ask them to find letters in headlines that spell their names.
- Introduce the concept of vowels and consonants. The alphabet has five basic vowels and 21 consonants. Vowels and consonants have different sounds and different uses in words. After the students know the alphabet, the best way to have them learn the difference between vowels and consonants is for them to memorize the vowels: A, E, I, O and U.

At home: Students should continue to practice printing the alphabet. Also, have students flip through a section of The Bee of their choice and find words they recognize. Ask them to clip those words and bring them to the next class.

The Fresno Bee

Shuttle's disaster

Reagan leads sorrowing US in mourning

Mystery blast kills 7; NASA halts program

Special report

Challenger

Students get painful lesson in life

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LESSON 3

Objective: This lesson will continue reinforcing the alphabet, consonants and vowels and will provide more practice with printing.

Getting started: Tell students that The Fresno Bee is divided into different sections, each with its own letter. From a pile of out-of-order sections, ask students to put the sections in alphabetical order. Ask them to look through each section and guess what subject matter it contains. Give students time to explore the newspaper on their own for a few minutes. Explain that each page not only has a letter, but a number, such as C2.

Activities:

- Review the alphabet and have students differentiate between consonants and vowels. Ask students to share the words they clipped from the paper. Did some students clip the same words?
- Look at students' practice writing sheets. Have students continue printing practice in class. Display the cursive alphabet.
- Display examples of different cursive writing styles. Explain that everyone had a different style and that some are easier to read than others. Have them strive for legibility.
- To review the alphabet, have students use the front page of The Bee and find all of the letters of the alphabet.
- Instruct students to practice cursive writing movements. Have students look through different sections of The Bee and search for examples of cursive handwriting. Circle, underline or clip the examples they find.

At home: Students should practice printing the alphabet at least three times. Optional: Practice forming the cursive alphabet. Have students vary the writing instrument they use to get experience with the "feel" of a pencil, a pen, a felt-tip pen, etc.

a b c d e f g h i j k l m

n o p q r s t u v w x y z

A B C D E F G H I

J K L M N O P Q

R S T U V W X Y Z

Reading is fun!

Reading is fun!

Reading is fun!

Reading is fun!

Reading is fun!

LESSON 4

Objective: This lesson will familiarize students with five of the 21 consonants in the alphabet, and their sounds. It also will reinforce the writing students have done so far.

Getting started: Have students look at the front section (or "A" section) of The Fresno Bee. Lead them through the section and point out the international news. Ask students to be on the lookout for words they know or for drawings or photographs that would indicate the articles have international news. Tell the students that Bee editors select foreign news from several sources: from reporters on assignment, from correspondents in bureaus of The Bee and other newspapers, and from reporters for wire services such as the Associated Press and Reuters. Explain that the "dateline" is the city where the reporter is working from. Explain that the "byline" names the reporter and what organization he or she works for, such as AP or the Washington Post.

Activities:

- Look at students' cursive writing practice from home.
- Review consonants and vowels. Students should know the differences by now. Go back and reinforce these lessons if necessary.
- Introduce the following five consonants and their sounds: S, F, M, B, N. Have students pronounce the letters as they sound in words:
  - S — "ssss" or "ssssuh"
  - F — "fuh"
  - M — "muh"
  - B — "buh"
  - N — "nuh"
- Have students maintain the sounds to exaggerate and reinforce them. Repeat the sounds of these consonants several times.
- Have students name several short words that begin with these sounds. List them on the board in print as students give them. Some examples: sand, sun, fin, fork, man, mite, band, bit, note, net. Try to get students to list five or six examples for each consonant.
- Have students clearly print one of the example words for each letter on index cards to help themselves remember what the letters sound like at the beginnings of words (some letter sounds are taught at the ends of words, but S, F, M, B and N should be taught at the beginnings of words).

• Return to the "A" section of The Bee and ask students to locate as many examples of these five consonants at the beginnings of words as they can. Pronounce the words they find, emphasizing the consonant sounds.

At home: Students should practice printing the five consonants and the five key words from their index cards. Optional: Write the words in cursive.

UN agency seeks treaty to curb greenhouse effect

Reuters

NAIROBI, Kenya — The U.N. environmental agency voted Friday to seek an international treaty to control the greenhouse effect — a warming of the Earth that threatens to drown coastal regions and make the world too hot for human life.

Alarmed by recent findings, the U.N. Environment Program governing council agreed at its two-week annual meeting in Nairobi to aim for a [illegible] change treaty within [illegible]

The UNEP council also agreed at its final session to draft by 1992 a separate treaty committing governments to prevent the extinction of animal and plant species, Tolba told reporters.

But he said he expected long and hard bargaining ahead.

"We want conventions that commit governments to specific things, not conventions for [illegible] sake," Tolba said

Clemency denied for 6 blacks

S. Africa executions set despite outcry

Associated Press

JOHANNESBURG, South Africa — The "Sharpeville Six," a group of blacks whose murder convictions have drawn protest at home and abroad, are scheduled to be hanged Friday, one of their lawyers said Monday.

Attorney Prakash Diar said an appeal for clemency was denied, and the five men and one woman [illegible] notified they will be [illegible] day morning.

The [illegible]

Japanese party trying to regroup

By PETER McGILL
London Observer Service

TOKYO — Japanese Prime Minister Noboru Takeshita's announcement that he'll resign has thrown the Liberal Democratic Party, which has ruled Japan for 34 years, into an unprecedented quandary.

All the obvious successors to become caretaker prime minister to see the party through its worst corruption scandal are tainted by money from the Recruit information and property conglomerate.

Worse, there are signs of dissension within the LDP that may result in a breakup of the party as young members of the Diet, Japan's parliament, contemplate bolting to join the conservative opposit[illegible]

Implicat[illegible]

Apologizing to the Diet on April 11, Takeshita virtually promised there would be no more revelations of profits from Recruit stock.

LDP secretary-general Shintaro Abe, the party's second-ranking member — who also received Recruit stock in the name of an aide — was forced to admit he had received $740,000 in Recruit donations.

The LDP is no stranger to corruption scandals, particularly for a party that has enjoyed such a monopoly of power.

Not content with bribing one man (as Lockheed Corp. did with then-Prime Minister Kakuei Tanaka in the 1970s), Recruit founder [illegible] masa Ezoe appear[illegible] hu[illegible]

LESSON 5

Objective: This lesson will familiarize students with five more of the 21 consonants and will reinforce the previous five. It will continue to reinforce writing.

Getting started: Have students turn to the Comics page of The Fresno Bee. Ask them to look over the comics and name any they recognize (many will recognize Snoopy or Garfield). Ask students to select several of the comics for you to read. After you read each comic, ask the students:

1. Is it funny or serious?
2. Is it meant for adults or younger readers?
3. Is it about adults or kids?
4: Is it about a family?
5. Is it one frame or more than one frame?
6. How many characters are involved?

Activities:

• Look at practice writing with the five consonants.
• Briefly review consonants and vowels.
• Introduce the next five consonants: T, P, C, D and J. Letters T (thoughT), P (stoP) and D (deaD) should be taught as they occur at the ends of words because they are easier for students to hear that way. Have students pronounce the letters as they sound in words:

T — "tuh"
P — "puh"
C — "cuh"
D — "duh"
J — "juh"

(For the letter C, teach only the "hard C" for now.)
Remember to exaggerate the sounds and repeat them with students several times. Encourage students to make the sounds for the letters and not emphasize the "uh" parts of the sounds.
• Have students name several short words that begin or end with each of these sounds. List on the board. Some examples: pat, but, map, dip, Coke, cut, mud, dead, jet, joke. Try to get students to give five or six examples for each of the letters.
• Have students clearly print one of these words for each letter on index cards to help them remember what the letters sound like at the beginning or end of a word.
• Have students return to the Comics page and find as many ex-

amples of these five consonants at the beginning or ending of words as they can. Help students pronounce the words they find.

At home: Students should practice printing and/or writing these five consonants and the five new key words from their index cards.

"I KNOW! LET'S BOIL ALL THESE CRAYONS AND MAKE PAINT!"

"It's not on our list but I think we'd better stop here."

GARFIELD, IF A BURGLAR BROKE INTO THE HOUSE, WOULD YOU RISK YOUR LIFE TO SAVE ME?
EXCUSE ME
HA! HA! HA! HA! HA! HA!
LET ME REPHRASE THAT
JIM DAVIS 3-14

I MADE A MISTAKE, CHUCK.. I ADMIT IT... LUCY IS THE WORST PLAYER I'VE EVER SEEN! YOU GOTTA TAKE HER BACK..
I KNOW YOU TRADED HER TO ME FOR MARCIE AND A PIZZA, BUT NOW I WANNA CALL THE DEAL OFF.. WADDYA SAY, CHUCK?
3-14
I ALREADY ATE THE PIZZA..

23

LESSON 6

Objective: This lesson will familiarize students with five more of the 21 consonants and will reinforce the previous 10. It will continue to reinforce writing.

Getting started: Have students scan The Fresno Bee to find advertising. Ask students if they recognize store or brand names, such as: Mervyn's, Macys or K mart; Kellogg's or Chevrolet. Explain that advertisers pay the newspaper to run their ads and that is the main way newspapers make money to stay in business. Some ads have illustrations or photographs and a variety of type sizes and styles. Sometimes they have color in them, too. Classified ads, also called "want ads," are grouped in one section of The Bee, organized under various classifications — "Help Wanted," "Apartments for Rent," "Vehicles for Sale." They are set in small type. Discuss how students might use these ads to find things they want to buy. Ask students what type of merchandise they are interested in -- such as clothing or electronics -- and then go through The Bee to find ads for those items.

Activities:

• Look at writing practices with the second set of five consonants (lesson 5).
• Review the 10 previous consonants and their key words on the board and with the students' key word index cards:
S, F, M, B, N, T, P, C, D and J.
• Introduce the next five consonants: K, R, Y, Z, Q.
• Have students pronounce the letters as they sound in words:
K — "kuh" (like the hard-C sound)
R — "ruh"
Y — "yuh"
Z — "zuh"
Q — "kwuh"
Remember to exaggerate the sounds. Ask students to repeat them several times.
• Have the students name several short words that begin with each of these sounds. List on the board and pronounce them as students give them. Some examples: kite, keep, run, rip, you, yet, zip, zoo, queen, quake.
You should have five or six examples for each letter.
(It may be helpful here to tell students that in English, Q never

occurs without a U after it. That's how we get the "kwuh" sound from Q.)

- Have students clearly print one of the words for each letter on an index card.
- Have students select several ads from The Bee and find examples of the new consonants.

At home: Students should practice writing these five consonants and the five new key words. Optional: In cursive, too.

455–Help Wanted

TYPIST-LIGHT BKKPG
Good skills a must. Mon-Fri 8-4:30. Send resume to: 125 N Fruit, Fresno CA 93706

WAREHOUSE PERSON
Sacramento Insulation Contractors is seeking an energetic, reliable, hard working warehouse person. Bring current DMV print-out. $4.90/hr with possible advancement as an installer. E.O.E. 2677 W. San Madele.

WELDER/MIG Journeyman. Selma 1-896-3122 for appt

WORD PROCESSORS
Call For Jobs Today
Denham Temp. Services
1520 E. Shaw #109 222-5285

WORD PROCESSORS
Kelly Services 432-0722

Word Processors Immed. Jobs Call Adia 224-0751

Guarantee Savings Employment Hot Line: 432-0783

Employment Opportunities With FRESNO COUNTY See Our Sunday Ads

TIRED OF NO WHERE JOBS?
Now training Data Entry, Word Processing personnel. General work avail. while you train for new career job. 432-3371

TIRED OF NOWHERE JOBS?
now training auto mechanics & combination welders. General work while in training. 432-3371

457–Help Wanted Medical/Dental

BACK OFFICE ASSISTANT
Ophthalmology Office
Call Terri, 224-8035

DATA ENTRY/RECEPT.
Medical Lab. P/T exp. eves + Sat. Applications being taken at 3636 N. First St. #101.

DENTAL

HYGIENIST
West Shaw Private practice, 2 days week. 222-5602 or 299-0035

DENTAL Hygienist: 2-4 days in progressive general practice. Top salary/ben to qualified RDH. Bakersfield (805) 327-7301 days or (805)871-8004 eves

DENTAL HYGIENIST
Join our busy general practice and become part of our friendly team. Tue - Fri 673-8044

DENTAL HYGIENIST.
Periodontics Office, 4 days/week. 224-8747

DENTAL Tech. Exp. in frame work design 734-0374

DRIVER, gentle caring person, for ambulatory med-

TURNCO REAL ESTATE SERVICES 252-8526

Lease Rentals

250–Comm'l, Industrial Property

A Beauty - Shaw & 99 area. 1000 ft. 1 office, roll-up, 600 ft paved yd. $400 255-8500 or 291-8500 eve

AH! LOCATION!
Offices/Warehouses
WOODWARD BUSINESS PARK
Northwest of Blackstone/Herndon
7545 N. DEL MAR, #206
(209) 435-7285 agt.

AIRPORT AREA office warehouse, space ranging from 1,250 to 5,000 sq. ft. starting as low as $395 Monthly or long term leases Ph. 229-8591

APPROX. 2 ACS with 50x110 pole barn. 18' clearance. 266-4441 or 299-3988

BLDG. FOR LEASE OR SALE w/individual warehouses & ofc. 1800-2200 sq ft. Downtown loc. 233-1154

Clovis Ave. at McKinley. NO LEASE REQUIRED. 500-10,000s.f. dock high & ground level 12¢-20¢/sq ft 30x80 fenced yds 255-7141

DELUXE Warehouse & Office 1,320 - 10,000sq ft. 222-3058

GREAT RETAIL loc on Blackstone, approx. 2,000 sf California Co. 436-8600

M-1 WAREHOUSE
2100 SF.....$450
18,000 SF.....$3000
3000 SF.....$650
All have large overhead doors, bathrooms, black top parking & offices. Some w/fenced yard & air conditioning.
ED DANIELS REALTY
226-8444 435-7587

NEW! OFFICE/WAREHOUSE, 256 sq ft. PH 294-8712

N/W. M-1 $225 & Up. 600 sf. some w/baths. 486-2044.

OFFICE/WAREHOUSE
900 SF concrete $300
1750 SF Metal $400
3840 SF w/6 ofcs $960
4800 SF metal $1,050
225-6000; or eves 439-5642

26¢ PER SQ. FT.
- Concrete Warehouse
- 7143 or 2418 Sq. Ft.
- 14' Roll-Up Doors
- Great Hwy 99 access

Agent Call 275-1305

SALES YARD w/office on 1.2 acres, fenced, xlnt location, $800 mo. See at: 6950 N. Motel Drive. 431-4705

SPACE AVAILABLE for automatic transmission, auto upholstery, auto radio & alarm istallation, auto elec warehouse. Rent $450 per month. 225-5577 or 227-5719.

5000 sq ft ofc warehouse on 12 AC, under construction. For sale or lease. 292-3535 or 432-7877

1000 sq ft Ware- storage

COSBY'S of fresno
1st in fashion for 36 years
You'll Love
American Colors by
KORET®
KORET® Inspired in a bright nautical mood with flowers. Koret's® Francisca group offers this perfect group for the lady on the go. Comes in blue, white & red. Pants, skirts, shorts

BEST COPY AVAILABLE

LESSON 7

Objective: This lesson will familiarize students with the final six of the 21 consonants and will reinforce the previous 15. It will continue to reinforce writing practice.

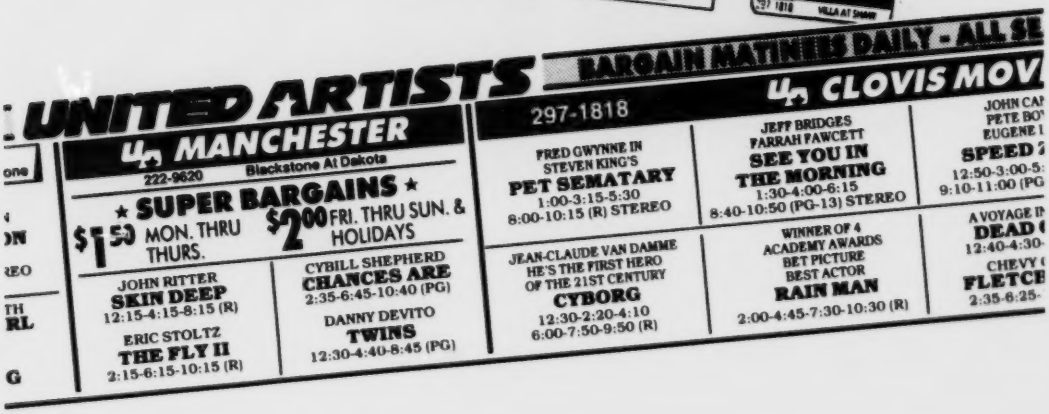
Getting started: Have students find movie advertisements in The Fresno Bee. Ask students if there is a current movie they would like to see or have seen. Encourage them to read whatever words they can in the titles of the movies. Find a listing for that movie. Where is it playing? How close to home is that theater?

Activities:
- Look at writing practices with the five consonants.
- Review the previous 15 consonants and their key words:
  S, F, M, B, N, T, P, C, D, J, K, R, Y, Z, Q.
- Introduce the next six consonants: H, L, G, V, W, X. The letter G should be taught as it occurs at the beginnings and endings of words. The letter X should be taught only as it occurs at the ends of words. Have students pronounce the sounds of the consonants:
  H — "huh"
  L — "luh"
  G — "guh"
  V — "vuh"
  W — "wuh"
  X — "eks"

  Exaggerate the sounds. Repeat them several times.
- Have students name several short words that begin or end with these sounds. List these on the board as students give them. Some examples: hut, hill, lap, load, get, go, tug, bag, vote, vat, week, wait, tax, fox.
  (Tell students that X occurs at the beginning of only a few words and they do not have to worry about that use for a while.)
- Have students clearly print one of these words for each letter on index cards.
- Ask students to look at the movie ads in The Bee and find words that begin or end with the consonants from the cards. Pronounce the words, emphasizing the consonant sound.
  (If students do not understand consonants, go back to specific lessons and review them until you are sure they understand.)

At home: Students should practice writing the six consonants and the six new key words from their index cards. Optional: Cursive.

FESTIVAL
BARGAIN MATINEE DAILY UNTIL 5:30 PM
FESTIVAL 6 431-7580 5560 N. BLACKSTONE
THE SERPENT AND THE RAINBOW (R) 12:45-3:00-5:15-7:30-9:45
BRADDOCK-MISSING IN ACTION III (R) 12:45-5:00-9:15
THROW MAMA FROM THE TRAIN (PG-13) 3:00-7:15
SYDNEY POITIER & TOM BERENGER SHOOT TO KILL (R) IN STEREO 12:30-2:45-5:00-7:15-9:30
EDDIE MURPHY IN RAW (R) 12:30-2:15-4:45-7:00-9:00
CARL WEATHERS IS ACTION JACKSON (R) IN STEREO 12:15-2:30-5:15-7:30-10:00
ELIZABETH MCGOVERN & KEVIN BACON SHE'S HAVING A BABY (PG-13) 12:15-2:30-5:00-7:15-9:45
REGENCY 6 299-2517 1600 WILLIAM AT SHAW CLOVIS
KEVIN BACON & ELIZABETH MCGOVERN SHE'S HAVING A BABY (PG-13) 12:15-2:30-4:45-7:00-9:15
WILLIAM HURT IN BROADCAST NEWS (R) 1:30-4:15-7:00-9:30
JUSTINE BATEMAN IN SATISFACTION (PG-13) 1:10-3:10-5:10-7:10-9:10
JACK NICHOLSON & MERYL STREEP IRONWEED (R) IN STEREO 1:30-4:15-7:00-9:30
ROBIN WILLIAMS IN GOOD MORNING VIETNAM IN STEREO 12:15-2:35-5:00-7:25-9:50
SEPARATE TICKETS REQUIRED BATTERIES NOT INCLUDED (PG) 12:45-3:00
SISTER SISTER (R) 5:15-7:15-9:15
FIG GARDEN 4 224-1878 5196 N. PALM AVE.
SELLECA GUTTENBERG, DANSEN THREE MEN AND A BABY (PG) 12:00-2:20-4:45-7:15-9:45
GLENN CLOSE & MICHAEL DOUGLAS IN FATAL ATTRACTION (R) 12:15-2:40-5:05-7:30-9:55
CHER & NICOLAS CAGE IN MOONSTRUCK (PG) 12:15-2:45-5:15-7:30-9:45
4 GOLDEN GLOBE AWARDS INCLUDING BEST PICTURE THE LAST EMPEROR (PG-13) IN STEREO 12:00-3:30-7:00-10:10
clint eastwood
bernadette peters
pink Cadillac
PG-13
WARNER BROS
NOW SHOWING
FESTIVAL CINEMAS 431-7580
WOODWARD PARK 4
CLOVIS 297-1818 VILLA AT SHAW


UNITED ARTISTS
BARGAIN MATINEES DAILY - ALL SE
4 MANCHESTER
222-9620 Blackstone At Dakota
★ SUPER BARGAINS ★
$1.50 MON. THRU THURS. $2.00 FRI. THRU SUN. & HOLIDAYS
JOHN RITTER SKIN DEEP 12:15-4:15-8:15 (R)
ERIC STOLTZ THE FLY II 2:15-6:15-10:15 (R)
CYBILL SHEPHERD CHANCES ARE 2:35-6:45-10:40 (PG)
DANNY DEVITO TWINS 12:30-4:40-8:45 (PG)
4 CLOVIS MOV
297-1818
FRED GWYNNE IN STEVEN KING'S PET SEMATARY 1:00-3:15-5:30 8:00-10:15 (R) STEREO
JEFF BRIDGES FARRAH FAWCETT SEE YOU IN THE MORNING 1:30-4:00-6:15 8:40-10:50 (PG-13) STEREO
JEAN-CLAUDE VAN DAMME HE'S THE FIRST HERO OF THE 21ST CENTURY CYBORG 12:30-2:20-4:10 6:00-7:50-9:50 (R)
WINNER OF 4 ACADEMY AWARDS BET PICTURE BEST ACTOR RAIN MAN 2:00-4:45-7:30-10:30 (R)

LESSON 8

Objective: This lesson, and the two that follow, will continue to reinforce the 21 consonants students have learned and will reinforce and add to the key words for each of the consonants.

Getting started: The word "column" is used two ways in the newspaper business. One way refers to a unit of a page; for example, most pages are divided into six vertical columns of type. "Column" also refers to a particular writer's daily or weekly contribution to The Bee. Such writers are called columnists, and their photographs generally appear with what they write. Many types of columns appear regularly in The Bee; local columnists include Jim Wasserman (Metro), Bob McCarthy (Sports) and Lanny Larson (television). Others that appear regularly include Dear Abby (advice). Point out the columns. Read a short passage from several so students will get an idea about the style of writing and the nature of the columns.

Activities:

- Look at the writing practices with the six consonants.
- Review all consonants:
S, F, M, B, N, T, P, C, D, J, K, R, Y, Z, Q, H, L, G, V, W, X
- Do an oral drill over the sounds that each of the consonants makes.
- Add more key words to help students remember the sounds. Have students add one more key word to each of their index cards. Use the students' index cards and drill at random.
- Have students choose a column for you to read in its entirety. Ask them to listen carefully to words you will say that begin or end with the consonants they have learned (basketball, television, freeway, supervisor, councilwoman, valley, backboard, touchdown, grocery, market). Ask students to draw circles around words in their columns that begin or end with the same consonant sounds as the words you give them. After students have found and circled their words, write the words you pronounced on the board and underline the consonants at their beginnings or ends. Have students tell (by spelling or reading the ones they know) the words they found and circled in the columns.
Write their words on the board and have students decide if they begin or end with the correct sounds.

At home: Students should practice writing the old and new key words.

After 38 years, keep quiet

Jim Wasserman

'Doing lunch' isn't pleasure if it's business

I had lunch with someone last week and it was very pleasant and informal, but it reminded me once again of how I hate to deal with business over lunch.

I've never liked dealing with something that's work-related over lunch. If I'm trying to interview someone or somebody wants to drop ome big story in my lap, and the only way I can get it is by "doing lunch," I usually make up some excuse so I can get out of it. This may be unusual, but it's true for me.

I don't like to "do" lunch. I'll never understand why other people do. It could be they're all pretending, I don't know. I've always figured business is meant for the office, not lunch. Lunch is for eating or taking a long walk to clear out the brain, or sitting in the library reading magazines or two chapters of a spy novel to escape reality for awhile.

The thing lunch is certainly not for is hanging out with somebody

Abigail Van Buren
Dear Abby

DEAR ABBY: Thirty-eight years ago, I crocheted a tablecloth as a wedding gift for my husband's sister. (I'll call her Charlotte.) I asked my mother-in-law to deliver it to her because Charlotte and my mother-in-law lived in the same other side of

ank-you" from erve to ask my d the tabled.

, I visited room table for her. I was imed, "My, your table!" just love it.

, but I never red me, but dead for severing Charlotte her and asked

initial and w

the hospital for it to use. Now, that's a compliment.

I'm enclosing $3.50 for your favorite recipes cookbooklet. If the others are as good as the rice pudding, I'll be more than satisfied. — KAREN COOK, TACOMA, WASH.

DEAR KAREN: Tell your husband he has my permission to take that recipe to the h its use.

Bob McCarthy

A worthwhile drive

STOCKTON — They came by the hundreds, demonstrating their loyalty boldly, obtrusively, some going so far as to outfit themselves head to foot in blazing Bulldog red.

They're more irrepressible than summer heat — and a whole lot less reprehensible.

There's still nothing like 'em in the Big West Conference, save the front-running Nevada-Las Vegas basketball crowd at tournament time. Football, basketball, softball, baseball, name a Bulldog sport and the Red Wave will be there.

In most collegiate environs, such bonding of community to university doesn't extend beyond tailgates at home football games

University less mean that's enti Even H bypassed directly h present f Mr. Pr comforte Bulldogs regional Region I All th confere State ar West b loser of Even winnin incenti effect, region Still dwarf the da easy surpr "T outfi FSU, scho to P

LESSON 9

Objective: This lesson will continue reinforcing the 21 consonants students have learned and will introduce alphabetization.

Getting started: Review headlines in the newspaper and explain that headlines summarize the content of the stories. Have students cut out a few long headlines to use later in the lesson. Introduce alphabetization. Tell students that alphabetization is commonly used to put things in order and that it is a skill they will use frequently. Point out that each section of The Fresno Bee is assigned a different letter of the alphabet and can be alphabetized beginning with the front section (A). Have students put the various sections of The Bee in alphabetical order. Explain that words are also alphabetized according to their first letters. If the first and second letters are the same in two or more words, then the words are put in order according to the first letter that is different.

Activities:

- Look at writing practices students brought from home.
- Review the consonants and vowels and the sounds they make, using your flash cards. Do a random drill on the sounds each of the consonants and vowels make.
- Have students practice alphabetization by cutting apart the words in the headlines they already have and, with your help, rearranging them in alphabetical order.
- Orally review the alphabet as many times as necessary until students feel comfortable with it.
- Have students add at least one new key word to their card collections. Drill through the key word cards at random.

At home: Students should practice writing their new key words at least three times and should review the alphabet. The telephone book is a good tool to review alphabetization.

Moore gives hitters less as A's beat Milwaukee

Million Chinese and Gorbachev back students

Fresno Guardsmen receive state's top honor for bravery

Coelho retains firm to figure bond taxes

Demo may be $2,000 in arrears

Grads get free ride home offer

Continued increase in farm exports foreseen

LESSON 10

Objective: This lesson will continue reinforcing the 21 consonants students have learned and will reinforce and add to the key words in students' card collections. Alphabetization will be reinforced.

Getting started: Have students turn to the Editorial pages of The Fresno Bee. Ask them to tell you what is included on these pages. Include the following in the discussion:

1. Editorials. These are statements of opinion expressing how the newspaper's top editors view an issue, such as favoring or opposing a proposed law.
2. Editorial cartoon. This is a cartoon that takes a side.
3. Letters to the editor. These are letters written by readers of the paper. Some are responding to stories that have appeared in the paper. Some express opinions about politics, morality, etc.
4. Columns. These are essays expressing opinions. The writers names appear in bylines (some have their photos along with their columns).

Ask the students to identify each of these things on the Editorial pages. Have the students discuss how editorials differ from regular news coverage. A news story reports the facts about an event, while an editorial gives the newspaper's opinion about an event or an issue. Another way to state this is that a news story tells what happened, while an editorial tells what the top editors think about what happened.

Activities:

- Look at writing practices students brought from home.
- Review the consonants and the sounds they make. Briefly drill the consonants orally.
- Have students add several new key words to their card collections. Drill through the key word cards at random.
- Have students return to the Editorial pages of The Bee. Ask them to find at least 10 of the key words (or other words they can read) that start or end with the consonants they have learned. Have them circle these words and write them on a piece of paper.
- Have students pronounce these words. Ask them to try to put these words together in a headline for an imaginary article.

• Review alphabetization skills. Remind students that words go in alphabetical order according to their first letters. If the first letters are the same, they go in order depending on the first letters that are different. Explain that alphabetization is also a way to locate things. As an example, have students turn to the auto ads in the classifieds. Show them that the major makes of cars are listed in alphabetical order. Under each auto category are the specific cars for sale and important information about them.

At home: Students should practice writing their new key words at least three times, in cursive, and should review alphabetization and the alphabet by using classified ads.

Letters to the editor

Unpracticed

Like Dr. Samuel Johnson's remark about dogs who walk upright and women who preach, the amazing thing about the pro-democracy rebellion in China is not how well the Chinese students are doing it but that they are doing it all.

ARAM AZADIAN, O.D.
Fresno.

Stop building

California, you know, has a very bad shortage of water and I don't think water rationing will do the job. I believe a moratorium should be put into effect on the building of all homes in this state and a gag put on the Chamber of Commerce until our water level is back to normal.

M. E. ROGERS.
Visalia.

The Bee welcomes letters from its readers on public issues. Please sign your letter and include your address and phone number. The editor may permit use of a pen name in exceptional circumstances. All letters are subject to editing and condensation.Those not published will not be returned. Poetry is not published.

The Fresno Bee

Founded 1922
Published every morning

CARLOS McCLATCHY, *editor, 1922-1933*

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BEVERLY KEES, *executive editor*
DONALD R. SLINKARD, *managing editor*
TOM KIRWAN, *editorial page editor*
GENE GRIGG, *associate editor*
VERNE H. COLE, *associate editor*

RAY STEELE JR., *general manager*

Editorials

Scrooged by the tax board

In 1983 state tax officials reversed a previous practice and decided to deny full renters' cipients be treated any differently? That's a good question.

LESSON 11

Objective: This lesson will introduce the five vowels and some of their sounds, and will demonstrate the use of vowels with the consonants students have learned so far. Alphabetization will be reviewed.

Getting started: Have students find the Sports section of The Fresno Bee. What particular sports are in season now? Encourage students to use pictures, diagrams and simple words in headlines to find as many types of sports as possible. List the various sports on the board and then have students tell you sports they like to play or watch. Read parts of articles about these sports and have students point out words that apply specifically to the sports you are discussing (strike, touchdown, goalie, birdie, putter, etc.). Do oral reading from the Sports section and have students listen for words that are used only in those sports.

Activities:
- Look at the writing practices students brought from home.
- Introduce the five vowels: A, E, I, O, U. Tell students that all the words they have learned so far have had vowels in them and that all words in English have at least one vowel. Explain that vowels involve a lot of work because each one can have several different sounds, whereas consonants usually only have one sound.
- Have students pronounce the long sounds of the vowels. Remember this quote: "A long vowel says its own name":

  A — A
  E — E
  I — I or eye
  O — O or oh
  U — U or you

These sounds should be easy to remember because students already know the letters of the alphabet.
- Orally, have students think of several short words that have long vowel sounds at their beginnings. List these words on the board as students give them. Some examples to get you started: ate, age, eat, easy, ice, item, oat, old, use, unit.

Have students clearly print one of these key words for each long vowel sound on index cards.
- Have students turn back to The Bee's Sports section. Ask them to find and circle short words that have just one or two vowels.

Every vowel should be represented in their circled words. Have the students spell the words as you write them on the board.

- Briefly drill through the consonants from earlier lessons.
- Have students look up several words in a dictionary, noting the order they are in. Other places to study alphabetization include encyclopedia and the telephone book.
- Have students alphabetize the various sections of The Bee according to their titles (Sports, Tempo, Metro, etc.) instead of by section letters. Review these when students have finished.

At home: Students should practice writing the new key words at least three times, and should review alphabetization by looking through classified ads and the phone directory.

Sports

Trask moves into fifth in Fresno Open

By MIKE BUTWELL
Bee sports writer

Last Sunday, Art Trask picked up a bowling ball for the first time in six weeks.

Was he rusty in Wednesday's opening round of the $125,000 Professional Bowlers Association Fresno Open at Cedar Lanes?

Apparently not.

Trask, 40, of Fresno, knocked down 2,600 pins in 12 games for a 216.7 average and stands in fifth place after two rounds.

Mark Baker of Garden Grove, with a score of 2,699 for a 224.9 average leads the pack after the first day. The field of 156 bowlers was divided into two groups that bowled 12 games Wednesday.

Trask, employed by Professional Bowler's Ser-

NATIONAL LEAGUE

EAST	W	L	Pct.	GB	Last 10	Streak	Home	Away
Chicago	25	19	.568	—	8-2	Won 3	12-10	13-9
New York	23	19	.548	1	5-5	Won 1	14-10	9-9
St. Louis	22	21	.512	2½	3-7	Lost 2	14-8	8-13
Montreal	22	23	.489	3½	4-6	Won 1	15-10	7-13
Philadelphia	18	24	.429	6	4-6	Lost 1	9-13	9-11
Pittsburgh	18	24	.429	6	5-5	Won 3	9-9	9-15

WEST	W	L	Pct.	GB	Last 10	Streak	Home	Away
Cincinnati	25	18	.581	—	7-3	Won 3	13-11	12-7
San Francisco	24	20	.545	1½	5-5	Lost 1	11-8	13-12
San Diego	24	23	.511	3	6-4	Lost 1	8-11	16-12
Los Angeles	21	21	.500	3½	6-4	Won 1	11-8	10-13
Houston	21	24	.467	5	5-5	Lost 4	10-17	11-7
Atlanta	19	26	.422	7	2-8	Lost 4	11-10	8-16

Basketball

NBA playoffs

CONFERENCE FINALS
Best of seven
Friday's game
L.A. Lakers at Phoenix, 7 p.m., Lakers lead series 2-0
Saturday's game
Detroit at Chicago, 11 a.m., series tied at 1-1

Tennis

High school

BOYS
Yosemite division finals
Clovis West 8, Redwood 5
SINGLES — M.Dalida, R, d. Lin, 8-0; M.Dalida, R, d. Novak, 8-2; Dahan'boyd, R, d. Lin, 8-6; Novak, CW, d. Dahan'boyd, 8-5
DOUBLES — Bradley-Vu, CW, d. Esna-Steele, 8-3; Bradley-Vu, CW, d. Dalida-Madruga, 8-1; Bradley-Vu, CW, d. Malony-

40

LESSON 12

Objective: This lesson will introduce the short sounds of the five vowels and reinforce the long vowels sound learned in the last lesson. Alphabetization will be reviewed and more reading and writing practice will be provided.

Getting started: Introduce informational graphics. Have students page through The Bee to find examples of these graphics (four are reproduced here). Tell students that these graphics are used to present a large amount of information in a small amount of space. Select a graphic and point out the columns and rows of words and/or numbers. Discuss how arrows help direct a reader. The TV schedule is a good example of how a great deal of information is presented in a relatively small amount of space.The Bee uses informational graphics each day.

Activities:

- Look at the writing practices students brought from home.
- Review the five vowels and their long sounds and key words.
- Introduce the short sounds of the five vowels:

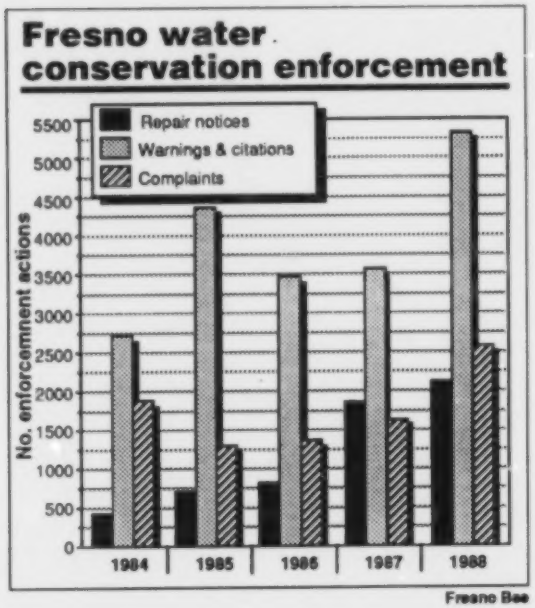
  A as in hat, mad
  E as in bed, pet
  I as in tin, bit
  O as in hot, top
  U as in hut, fun

Pronounce the short vowel sounds and the example words. Repeat them several times.

- Have students think of several more examples of key words for each of the short vowel sounds. List the examples on the board.
- Have students clearly print one of the key words for each of the short vowel sounds on index cards.
- Have students cut a lengthy informational graphic out of The Bee (or duplicate one of the examples here). Ask them to find and circle short words in the graphic that have just one or two vowels. Every vowel should be represented in their circled words. Have students spell the words as you write them on the board. Ask students to pronounce the words with you. Have them tell you which have short vowel sounds. Have students pronounce the words again, this time inserting long vowel sounds. They should be able to recognize and hear the difference.

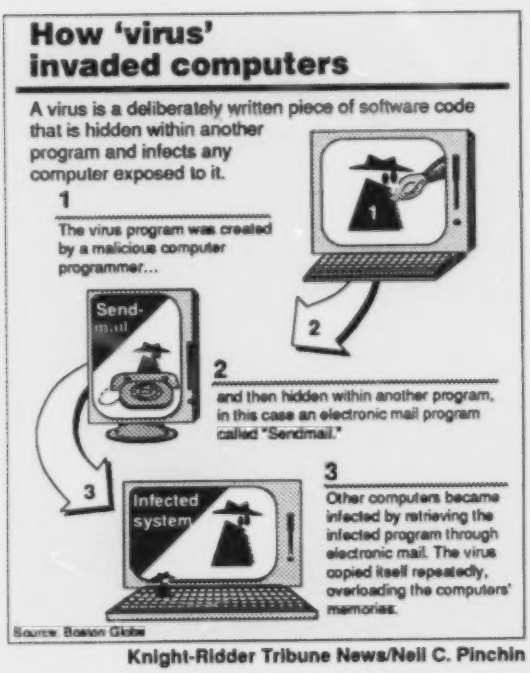
• Have students tell you the first names of their family or friends. Write these on a chalkboard or piece of paper and then help students to alphabetize the names.

At home: Students should practice writing the new key words at least three times.

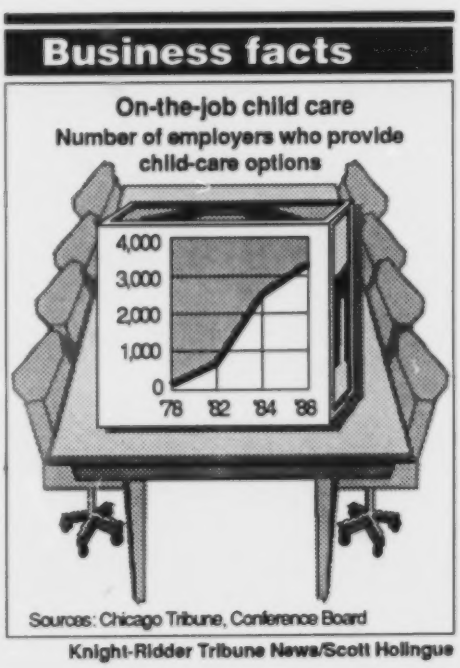


Fresno Bee

Knight-Ridder Tribune News


How 'virus' invaded computers
A virus is a deliberately written piece of software code that is hidden within another program and infects any computer exposed to it.
1
The virus program was created by a malicious computer programmer...
Send-mail
2
and then hidden within another program, in this case an electronic mail program called "Sendmail."
3
Infected system
Other computers became infected by retrieving the infected program through electronic mail. The virus copied itself repeatedly, overloading the computers' memories.
Source: Boston Globe

Knight-Ridder Tribune News/Neil C. Pinchin



Knight-Ridder Tribune News/Scott Hollingue

LESSON 13

Objective: This lesson will reinforce the long and short sounds of vowels and will help students begin to recognize word patterns, and alphabetization will be reviewed.

Getting started: Ask students to think of a car they own or a car owned by a friend. Ask them to tell you what they would include in an advertisement if they were a car dealer who wanted to sell that car. After a brief discussion, tell students that the basic elements in a good ad include:

Copy: The words used in an ad to describe the product or service. Here, you would describe the car's model year, price, etc.

Headline: The brief heading at the top of an ad that usually is printed in larger and bolder type than the copy. It attracts attention.

Illustration: The drawing or photograph used to promote the product or service.

Logo: The unique symbol used to represent a product, service or a company.

Have students scan The Bee to find display ads featuring cars. Have students discuss how the different ads use these elements differently. Ask them if they can identify any of the logos.

Activities:

• Look at the writing practices students brought from home.

• Review the five vowels, their long and short sounds, and their key words.

• Explain the concept of word patterns and/or rhyme. Some will know what rhyme is, but many non-readers were not exposed to rhyming poetry or nursery rhymes as children. Rhymes and word patterns are basically the same. Use the following procedure for introducing vowel word patterns. Do the first two orally and the rest on the board.

A-sound = ad as in mad
b + ad = bad
Ask students, then,
what would p + ad be?
s + ad?
l + ad?
h + ad?
E-sound = et as in get
s + et = set
what would p + et be?
l + et?

y + et?
n + et?

I-sound = it as in hit
w + it = wit

what would p + it be?
m + it?
s + it?
f + it?

O-sound = ot as in cot
n + ot = not

what would r + ot be?
g + ot?
h + ot?
l + ot?

U-sound = ut as in hut
n + ut = nut

what would b + ut be?
c + ut?
r + ut?
g + ut?

When students understand what you are doing, have them think of word patterns that use short vowels and other endings. Words ending in N, P and D are good ones for word patterns. A good nursery rhyme students may know is "Jack and Jill went up the hill to fetch a pail of water. Jack fell down and broke his crown and Jill came tumbling after."

• Work on word patterns until students get the hang of them. It should please them to know that the ability to recognize word patterns is one of the biggest keys to sounding out words they don't know — and therefore to reading. If they can sound out words, they can read most written things.

• Have students write down one key word for each of the patterns you cover. They should print these clearly on index cards and add these to their card collections of other key words.

• Have students select several car ads from The Bee. Ask them to find and circle short words in the ads that have rhyming patterns. Students should make a rhyme for each word they circle. Read the ads aloud with the new rhymes inserted and ask students to suggest additional rhyming words.

•Have students cut out the names of auto models and then alphabetize them. Tell students that these alphabetization exercises in the past few lessons are just an introduction and they will get more practice in later lessons.

At home: Practice writing the new pattern key words at least three times. Cursive is always an option, depending on the student's goals.

1988 MITSUBISHI PICKUPS
#1 SELLING IMPORT PICKUP
IN FRESNO

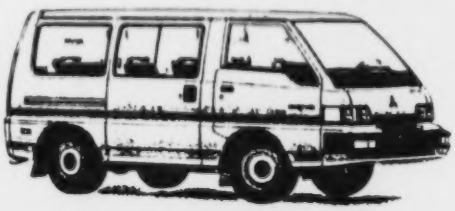
WE WILL BEAT ANY DEAL... UNCONDITIONALLY

(43% of Import Pickups Sold)

$5988 or $89.99 per month*

1988 MITSUBISHI MIGHTY MAX

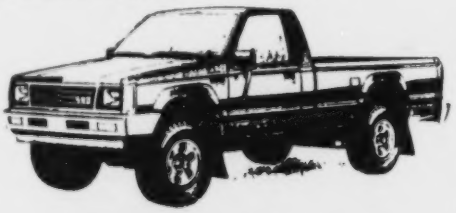
Standard equipment includes tilt wheel, carpeting, radial tires, dual outside mirrors, double wall bed. Tan color only. Limited supply. All others $6188



NEW 1988 VAN

$13,988 or $199 per month**

7 passenger, 4 speed automatic overdrive transmission, dual air conditioning, digital clock, cassette player with 5 speakers, power steering. ID #001965.



NEW 1988 4x4

$8988 or $139 per month***

4 WHEEL DRIVE, 2.6 liter engine, 5 speed transmission, locking front hubs. ID #056948

Open Monday-Friday 8 am to 9 pm
Saturday 8:30 am to 6 pm
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#91176, ID #413604. 72 mo. 14.68... $15,845.76. Co...

HERV...

OLDSMOBIL...

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2.9% APR FINANCING

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100 Gals. of Gasoline
Will Be Given Away
FREE!
Free Drawing - No Purchase Necessary

NEW 1989 FORD AEROSTAR WAGON

V6 engine, speed control, tilt wheel, dual captain's chairs, seat bed, automatic transmission, dual air conditioning, AM/FM stereo cassette. ?B57335

Mfg. Suggested Retail Price Before Discount	$17,157.00
Manufacturer's Discount	-$578.00
Madera Ford Mercury Discount	-$1,489.50
Factory Rebate	-$400.00
Total Discounts	-$2,467.50

$14,689.50

41

LESSON 14

Objective: This lesson will reinforce long and short vowel sounds, and will introduce some irregular vowel sounds.

Getting started: Show students The Fresno Bee's Wednesday Food section. The section includes stories about food trends, nutrition, good buys at the supermarket and lots of recipes for using foods creatively. The section also include plenty of advertising from supermarkets in the area; readers of the paper know which stores have the best buys after reading this section. Have students discuss their favorite foods, their shopping habits and how they decide what to cook for their families.

Activities:

• Look at writing practices the students brought from home.

• Review the five vowels, their long and short sounds, and word patterns.

• Tell students that vowels sometimes take on different sounds — sounds other than their normal long and short sounds — when they are combined with certain letters or combinations of letters. For example, A and I sound like the long vowels for the letters A and E when they are put with the -ng ending.

A sang fang rang pang
I ring ding wing sing

Students should put one of these example words for each of the two irregular vowel sounds on index cards to help them remember.

• Another variation of vowel sounds occurs when they are combined with R:

A with R sounds like car, farm, yard, arm, jar and star.
E with R sounds like her, fern, jerk, term, germ and herd.
I with R sounds like shirt, bird, skirt, girl, stir and first.
O with R sounds like fort, cork, born, port and sort.
U with R sounds like fur, curl, curb, nurse and furl.

Students should put one word for each of these different combinations with R on index cards to add to the key word for future drilling.

• An extremely common pronunciation of vowels is the schwa sound. This sound occurs in unstressed syllables in such words as ago, occur, across, banana, today, tomorrow, automatic and about.

• Orally repeat and drill through the food stories in The Bee's Food section and circle five short words containing vowels combined with R. They should write these words on a sheet of paper. Beside

each circled word, students should write the key word they have on an index card that has the same vowel and R combination. Have them use the key word to help themselves pronounce the words from The Bee. Ask students to read their five words to the class.

At home: Students should practice printing the new key words at least three times.

Nectarine bars with less sugar

Q Would you kindly revise these two favorite recipes if you can, please?

NECTARINE CRUNCH BARS

1 pound fresh nectarines
¼ cup granulated sugar
2 tablespoons lemon juice
2 tablespoons water
1½ teaspoons cornstarch
1 tablespoon butter or margarine
¼ teaspoon almond extract
1 cup flour
1 cup quick-cooking oats
½ cup wheat germ
½ cup brown sugar, packed
½ teaspoon salt
½ teaspoon cinnamon
¾ cup butter or margarine

Dice nectarines to make 2 cups. Place in saucepan with the granulated sugar and lemon juice. Cook and stir over medium heat for 3 [illegible] water with corn-

In a large bowl mix togeth flour, oats, wheat germ, brow ar, salt and cinnamon. Cut in until mixture resembles meal. Turn two-thirds of mixture into an 8-by-8-inch pan; pack firmly. Bake at grees for 15 minutes.

Spoon fruit over baked la sprinkle remaining crumb mixture over top. Bake 25-30 minutes longer until lightly browned. Remove from oven and cool on rack for 15 minutes. Cut into squares and serve warm or at room temperature.

A I was able to revise your recipe for the Nectarine Crunch Bars, but the one for Impossible Peanut Butter 'n' Chocolate Pie is indeed impossible.

The topping for these bars proved a little tricky because when I cut back on the amount of fat (margarine), the crumbs didn't hold together very well. I tried substituting [illegible] milk for the marga-

BONELESS ROLLED

BEEF ROAST
$1.89 LB.

$1.49 3-LB.

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$1.19 18-OZ. BOX

REYNOLD'S ALUMINUM FOIL

$1.99 75 FT. ROLL

LESSON 15

Objective: This lesson will review the long vowel sounds, the schwa sound, short vowels and the sounds vowels take on when they are combined with R, and will introduce the final silent E.

Getting started: Have students cut out two attention-grabbing photos from the pages of The Fresno Bee. Explain how photos are often as important as the accompanying story and sometimes photos run without stories. Ask students to study the photos they cut from The Bee to try to understand what the photo is communicating (without the cutline). Read the photo cutlines aloud and have the student match the information they hear to the correct photo. When the students have successfully made their matches, have them explain how they were able to match the two.

Activities:

- Review the writing practices students brought from home.
- Review the five vowels, their long and short sounds and word patterns.
- Review the sounds some vowels have when combined with the endings: -ng; -ang; and -ing.
- Review the sounds vowels take on when combined with R: star, barn, her, serve, bird, sir, snore, fork, turn and purr.
- Use the key word card students prepared in the last lesson to drill through the words with the -ng endings and the R combination sounds.
- Reintroduce the schwa sound, the "uh" sound in unstressed syllables: banana, today.
- Tell students that many words end in E and follow the consonant, vowel, consonant, vowel pattern (CVCV), and in these words the final Es are silent and the vowels are pronounced as long instead of short.

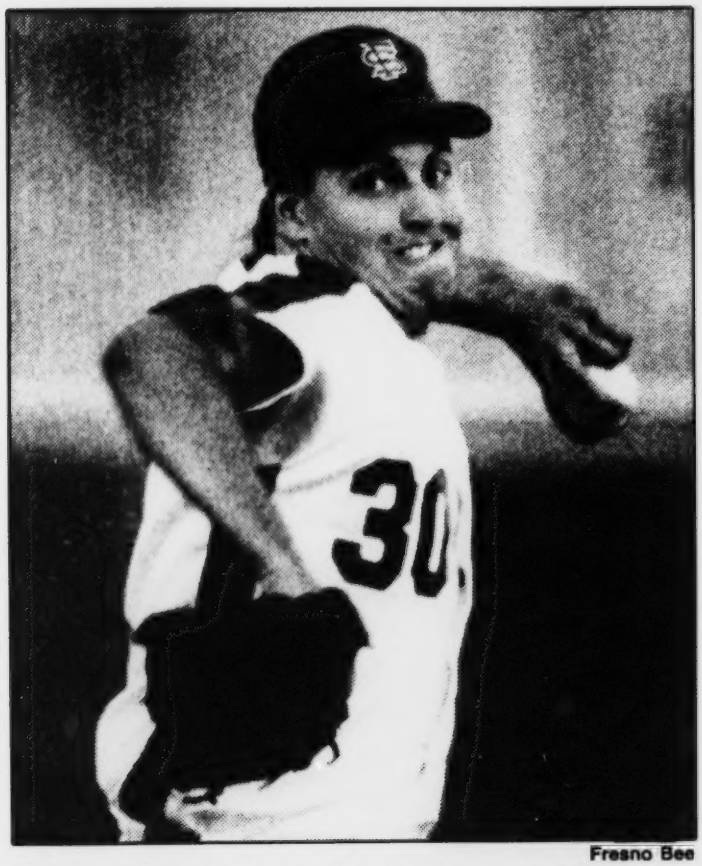
rat + e = rate	kit + e = kite
hid + e = hide	rob + e = robe
rod + e = rode	pal + e = pale
mad + e = made	fin + e = fine

Students should put three of these example words on index cards with the long vowels marked to help them remember the sounds.

- Have students scan the photo cutlines in The Bee for words that follow the CVCV pattern and end in E. They should make a list of

these words and try to pronounce them.
• Randomly drill through previous vowel and consonant word cards.
• Read aloud to students.

At home: Students should practice writing the new CVCV key words at least three times in cursive.



Fresno Bee

Bulldogs left-hander Rich Crane counts on his killer curve.

LESSON 16

Objective: This lesson will review and reinforce what students already know about vowels and will introduce vowel digraphs (two-vowel combinations).

Getting started: Provide copies of the food section from the Wednesday edition of The Fresno Bee. The students' task is to create a well-balanced meal from the available ads by cutting out pictures of foods that might be combined to make a single meal. Also have them cut out any words they can read. Have students evaluate each menu item for its nutritional value. If a student is from another land, have him describe a typical meal native to his homeland.

Activities:

- Review student writing practices brought from home.
- Review long and short vowels, word patterns, vowels with -ng endings, vowels with R, and vowels with CVCV patterns and silent Es at the ends of words.
- Explain two-vowel combinations: Many words have these combinations between beginning and ending consonants. The technical name for these is "two-vowel digraphs" but students may be more comfortable calling them two-vowel combinations.

E + A = long E sound	A + I = long A sound	O + A = long O
bead	bait	boat
beach	daily	coat
sea	faint	goat
cream	gain	foam
heat	maid	groan
read	strain	roam
seat	saint	toad

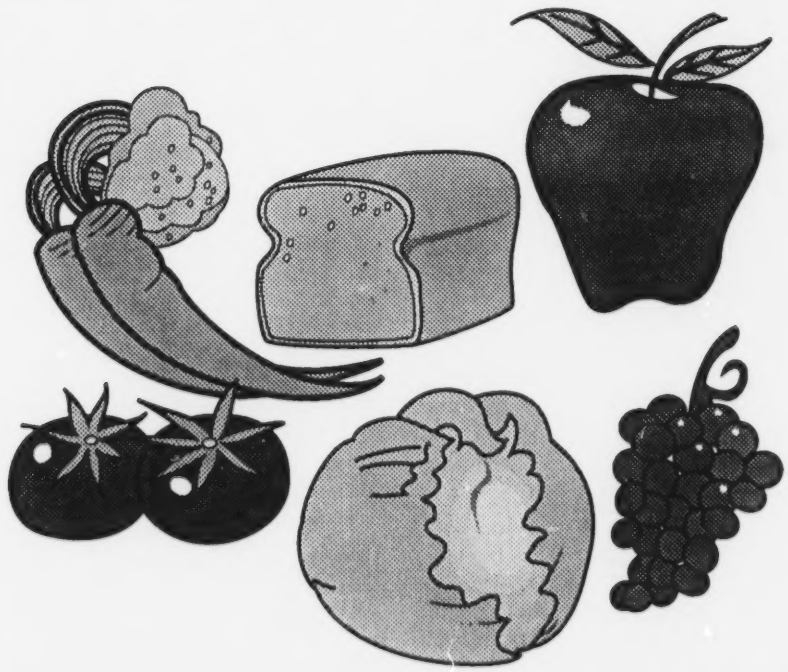
For now, just give these example words and don't ask students to try to think of these types of words on their own. One way to teach these sounds is to first read the words without the second vowel and then read them as they sound with the combination:

(bed) be_d + a = bead
(red) re_d + a = read
(got) go_t + a = goat
(bat) ba_t + i = bait
(mad) ma_d + i = maid
(rod) ro_d + a = road

By using this method, students will get into the habit of seeing that sounds almost always change when additional vowels are added, but remind them that not all two-vowel combinations will be real words before the second vowel is added.

- Have students write three example words for each two-vowel combination. Continue to add more of these words to the card collection in upcoming lessons.
- Review the food ads again and have students list and pronounce 10 short words that contain two-vowel combinations. Ask students to see how many of the words they selected were words before the second vowel was added.
- Randomly drill through previous vowel and consonant word cards.
- Read aloud to students.

At home: Students should practice writing the new vowel digraph key words at least three times in cursive.



LESSON 17

Objective: This lesson will reinforce vowel digraphs and vowel sounds.

Getting started: Have students open the Tempo section of The Fresno Bee. Explain that a major part of the Tempo section is feature stories which are written about events, individuals or happenings that have news value but are not restricted by timeliness. This is the major difference between features and "hard" news. Explain that feature stories have a more flexible style and often include more about what people think and feel, including more of the writers' opinions. Have students choose a story from the front page of the Tempo section to read aloud. Draw attention to the characteristics in the story, stressing the first paragraph, the use of colorful descriptions and the length of the story. Have students suggest topics for feature stories they would like to see in the paper.

Activities:

- Review writing practices students brought from home.
- Review long and short vowel sounds.
- Review digraph sounds: EA = E; AI = A; OA = O.
- Share several more digraph examples:

EA	AI	OA
beat	chain	load
feat	drain	moat
lead	lain	float
neat	vain	moan

Have students add three more example words for each digraph to their card collections.

- Tell students that some words are exceptions to these digraph pronunciations: chair, fair, stair, dear, near, tear. These exceptions are words students will have to memorize. For now they do not need to add these words to their card collections.
- Select another feature article from The Bee's Tempo section. Circle words with two-vowel combinations and have students tell you when they find any words with the CVVC pattern.
- Randomly drill through previous vowel key word cards.
- Read aloud to students.

At home: Students should practice writing the new digraph key words at least three times in cursive.

Tempo

D

From the desk of
Dennis Pollock

Thu. Dec. **11**

The big event

Grave thoughts

The mouths of babes

The R_x factor

Quote - Unquote

"Although the world is full of suffering, it is also full of the overcoming of it"

— Helen Keller

The *black dress* and how!

The little black dress has made quite a comeback in the last few seasons. It's a simple dress you can dress up or calm down. It goes from the office to the cocktail party with a minimum of fuss and imagination ... just take off the jacket, change pearls for glitter and you're set. But what do you call dazzling evening black dresses? The big black dress, of course. Black for evening is dramatic, sophisticated and frees you. The three here take a good body, but they're all easy to wear and don't bind.

Liz Claiborne has created a cutout halter dress that allows you to make a dramatic exit. The accents are glittery gold. About $140. It also comes in petite. Most regular department stores carry some Claiborne.

A Calvin Klein black wool jersey. This dress, about $1,800, is a Bergdorf-Goodman exclusive, but there are others that look like it.

Kottinsar queen Adrienne Vittadini does a black wool double-knit dress with shiny bugle beads outlined in a dramatic pattern. About $130. Macy's carries Vittadini.

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LESSON 18

Objective: This lesson will introduce consonant blends and their pronunciations and will show students how to begin putting consonants, blends and vowels together. This lesson also will review vowels.

Getting started: Letters to the Editor - What to explain to students: Every day The Fresno Bee receives a large number of letters which comment on things that have appeared in the paper and are called "Letters to the Editor." These letters represent the opinions of those who wrote them. The Bee does not have the space to print every letter, so the editorial page editor selects several to appear each day. Have the students turn to the Editorial pages and point out the Letters to the Editor section. Read one or two letters aloud and discuss why those letters might have been selected for print. Ask students for their comments on the content of the letters and remind them that these letters are opinions and do not necessarily reflect the opinions of the newspaper or its writers.

Activities:

• Review homework writing practices.
• Review long and short vowels, vowel digraphs, schwa and vowels with R.
• Explain to students that they will now be combining consonants and vowels. One of the keys to putting vowels and consonants together will be for the student to recognize consonant blends as well as vowel combinations. Some consonant blends come at the beginnings of words:

bl = "bluh" as in blood, bliss, blue
br = "bruh" as in bright, bread, brain
cl = "cluh" as in clue, clean, clear
cr = "cruh" as in crew, crow, crest
dr = "druh" as in drove, drew, dress
fl = "fluh" as in flew, fly, flame
fr = "fruh" as in from, frame, frock

Have students pronounce the sounds the blends make and then pronounce the example words. Have students think of a few short example words using the initial consonant blends and have them write these for their card collections.
• Have students review the Letters to the Editor section of the editorial page and find any short words that begin with the consonant blends they learned in this lesson. Have them list the words they find in the paper on cards for their card collection.

- Drill through vowel key word cards.
- Read aloud to students.

At home: Students should practice writing the new consonant blend key words in cursive at least three times.

Letters to the editor

Saving water, pointing fingers

This is in reference to the residents of the Woodward Park area who would rather risk a citation than conserve water in these drought years. Do they not realize that this issue is more than just a matter of money, but that it concerns a precious natural resource that money can't buy?

Consider this option: limit the weekly amount of water to each household. Those residents who choose to water their expensive lawns rather than use it for more practical purposes then cannot waste their neighbor's supply.

PENNY WRIGHT.
Prather.

•

I saw in the front-page article on May 16 that the Woodward Park and Bullard area residents are the city's top water users and wasters.

This is embarrassing. These are Fresno's most affluent areas, and, logically, the residents should be among the most educated. If ignorance is not the problem, the only other reasons I can figure are apathy or snobbish defiance. Or both.

At a time when water shortages are becoming critical, this is very sad. These water-wasting nitwits should be ashamed.

DALE EDWARD SMITH.
Fresno.

•

There would be no shortage of water for the city of Fresno if everyone would agree not to use his private swimming pool during the drought. Or is this too much of a "sacred cow"?

Anyone who gets too hot can go to the lake or a community pool, or take a cold shower using a low-volume, high-velocity shower head.

CHESTER M. SILVIUS.
Fresno.

Worker as resource

As a business and human-resource consultant I found the article "Managers told to prepare for worker changes" [May 2] thought-provoking to business owners and managers.

The first dollars that business leaders cut back on in the recession of 1980 were dollars to train/aid their employees.

Afterwards, a survey of leaders indicated they made a mistake and the next time they would not do the same thing. But as we know, memories are short.

May I be so bold to suggest that what leaders need to learn are the all-important new management and "people skills" techniques that will enable them to guide their organizations to greater success in the 1990s.

Four out of every 100 companies will be in business seven years from now. Ninty-six will fail. Not very encouraging, is it? Maybe we need to change our ways of leading, guiding, and directing our people and our business.

DON R. REID.
Fresno.

Pacific Lumber defends its harvest

Your editorial May 13 regarding timber harvesting ("Clear-cutting forest regulation") shows a lack of information about Pacific Lumber and its forest management practices.

There is no "succession of judges ... [which] has found the company guilty of violating [existing rules]." In fact, no judge has found Pacific do not have the aesthetic value of uncut timberland, the combination of replanting and the fast-growing redwood's unique ability to regenerate from a stump produces a strong, healthy new forest.

I believe it is important to put the amount of old growth (over 200 years old) in perspective. Of the approximately 95,000 acres of old

The Bee welcomes letters from its readers on public issues. Please sign your letter and include your address and phone number. The editor may permit use of a pen name in exceptional circumstances. All letters are subject to editing and condensation. Those not published will not be returned. Poetry is not published.

LESSON 19

Objective: This lesson will introduce more initial consonant blends and their pronunciations with vowels.

Getting started: Have students turn to the television page of The Fresno Bee. Explain that the schedule is set up in table form so people can scan it to find programs they want to watch. The names of the shows are listed along with showtimes and the stars of the program. Ask students to name the shows they regularly watch and to locate those shows listed on the TV log.

Activities:

- Review writing practices students brought from home.
- Review long and short vowels, vowel digraphs, schwa and vowels with R.
- Review initial consonant blends from the last lesson. Have students pronounce these words and drill through the key word cards.
- Present these new initial blends and their sounds:

gl = "gluh" as in glue	gr = "gruh" as in grow
pl = "pluh" as in please	pr = "pruh" as in price
sh = "shuh" as in shut	sl = "sluh" as in sleep
sm = "smuh" as in smart	sn = "snuh" as in snow
sp = "spuh" as in spring	st = "stuh" as in star
tr = "truh" as in train	

Have students pronounce the sounds the blends make and then have them pronounce the example words. Ask students to think of three short words that use these consonant blends, and have them write these words for addition to their card collection.

- Have students scan the TV listings and circle the words with consonant blends they learned in this lesson. Help students sound out and pronounce these words.
- Drill through previous vowel and consonant blend key word cards.
- Read aloud to students.

At home: Students should practice writing the new consonant blend key words at least three times in cursive.

WEDNESDAY NIGHT

Complete listings appear in Sunday's TV Week m

	▶6 PM	▶6:30	▶7:00	▶7:30	▶8:00	▶8:30	▶9:00	▶9:30
AREA STATIONS								
18 PBS KMTF	**MacNeil/Lehrer NewsHour** Jim Lehrer, Robert MacNeil, Judy Woodruff and Charlayne Hunter-Gault.		**Atlantic Realm** Into the Abyss. Men use special equipment to capture life deep on the ocean floor. (CC)		**American Playhouse** Big Time. A ruthless investment banker (Dennis Boutsikaris) sacrifices friends and lovers for material gain. (CC)			**California Working** No Way to Repay.
21 UNI KFTV	**Noticiero**	**Noticiero Univision** Ramos, Salinas.	**Senora**		**Amandote**		**Encadenados**	**Nuevo Amanecer**
24 NBC KSEE	**News**	**Cosby** Rudy refuses to give up a lost puppy.	**Night Court** A mild earthquake traps Dan and Roz.	**Family Feud**	**Bob Hope Birthday** Louis Jourdan, Bea Arthur, Randy Travis and Ann Jillian join Hope in Paris for his 86th birthday and the French Revolution's bicentennial.			
26 Ind. KMPH	**Family Ties** Alex helps Skippy find his mother.	**Cheers** Police arrest Norm after he delivers mail.	**Cheers** Eddie LeBec proposes to Carla. (Part 1)	**M*A*S*H** Hawkeye pleads with Truman.	**Movie** ***The Pope of Greenwich Village*** (1984) Eric Roberts, Mickey Rourke. Two wise-guy cousins in New York's Little Italy get a safecracker to help them rob a mob-run trucking company.			
30 ABC KFSN	**News**	**Jeopardy!**	**Wheel of Fortune**	**Hollywood Squares**	**Growing Pains** (Part 1 of 2) (CC) (R)	**Head of the Class** Alan campaigns. (CC) (R)	**The 50th Barbara Walters Spec** from interviews on programs ove	
34 Ind. KFCB	**Morris Cerullo**	**Lifeline**	**The Living Way**	**Manna for Today**	**Coast to Coast**		**California Tonight**	
47 CBS KJEO	**News**	**USA Today** Dangers of dieting at an early age.	**Entertainment Tonight** Clint Eastwood.	**Win, Lose or Draw**	**Jake and the Fatman** McCabe and Jake suspect a leak when a cocaine bust goes sour. (CC)		**Wiseguy** Vinnie violates a res Amber her attorney is trying to b (Season finale) (CC)	
49 Ind. KNXT	**Tee Talk**	**CNN News**	**Scuba World**	**A Better Mousetrap** Uses for optical fibers.	**Fresno Equity Forum**	**Christ Alive**	**Valley Business**	**CNN News**
53 Ind. KAIL	**Newlywed Game**	**Dating Game**	**Gong Show**	**Relatively Speaking**	**National Geographic: On Assignment** Brutal Kinship. The role of the chimpanzee in medical research.		**Cousteau/New Zealand** The Smoldering Sea. The flora, fauna and undersea scape of New Zealand.	
59 Ind. KMSG	**Adivinelo con Senas**	**Noticiero Telemundo/CNN**	**Amor en Silencio**		**Abigail**		**Movie** ***El Secuestro de Lola*** R Fernandez. La mafia sequestra socorro de ella.	
CABLE								
A&E	**Wings Over the World** Briton Sir Alliott Verdon Roe designs, builds and flies an airplane. (Part 1 of 2)		**Decades: '70s** 1975: Saigon falls; New York declares bankruptcy; male go-go dancers.		**Larry Drake at the Improv** With Paul Clay, Mike Winslow, Fred Anderson, John Riggi and Leah Krinsky.		**Battle Line** Men fight a battle for Guadalcanal.	**The 20th Century**
CNN	**Larry King Live!**		**Evening News**		**Moneyline**	**Sports Tonight**	**NewsNight**	
DISC	**Wings** The history of the airplane.		**Secrets of Nature** Characteristics of the adder.	**Secrets of Nature**	**Movie** ***Kennedy's Ireland*** (1971) President John F. Kennedy's visit to Ireland.		**Our Restless Seas** Water is the key to survival.	**A Flirt With Fire** Swiss sculptor creates with lava.
ECO	**Amor Nunca Muere**		**Hogar Que Yo Robe**		**Movie** ***Camino de Sacramento*** Jurge Negrete. Se descubre que un famoso salteador tiene un hermano gemelo.			
ESPN	**Guinness Records World of Sports**		**Bowling** LPBT Fair Lanes Denver Classic. From Fair Lanes Highland's Ranch, Littleton, Colo.			**SportsCenter**	**Inside the PGA Tour**	**Major League Baseball Magazine**
FAM	**Movie** ***The Emigrants*** (1971) Max von Sydow, Liv Ullmann. Cont'd		**The 700 Club**		**Remington Steele** Santa-garbed kidnappers demand a $2 million ransom for the agency staffers.		**Movie** ***The Emigrants*** (1971) Poor farmer Karl-Oskar, wife K Sweden for the New World. Dir	
FRE	**Aerobics Plus**	**VCR Hook-Up Demonstration**	**Movie Review**	**Focus on Fresno County**	**Fresno Equity Forum**	**Congressman Chip Pashayan**	**Centro la Familia**	**N.E.D.A. Business Forum**

LESSON 20

Objective: This lesson will introduce ending consonant blends and their pronunciations.

Getting started: Show students where to find the Metro section of The Fresno Bee. Explain that the Metro section contains news of Fresno and the valley. Read the major headlines and have students follow along. After reading each headline aloud, have students explain why the articles would be found in that section and how the information in the articles might affect their lives.

Activities:

- Review student writing practices brought from home.
- Review vowel and initial consonant blends.
- Drill through key word cards and have students read words that have initial consonant blends.
- Present these new ending blends and their sounds:

-ct = "ktuh" as in fact	-ft = "ftuh" as in lift
-ld = "uld" as in bold	-lf = "ulf" as in wolf
-lp = "ulp" as in help	-lt = "ult" as in melt
-mp = "ump" as in lamp	

Have students pronounce the sounds the blends make and the words listed above. Have students think of three short words for each new ending consonant blend and have them write these down for their card collection.

- Have students review the headlines in Metro and circle the words that end with the consonant blends they learned in this lesson. If they cannot find these blends in the headlines, have them search for them in stories. Help students pronounce the endings of the words they find and encourage them to sound out the whole word.
- Drill through previous consonant blend key word cards.
- Read aloud to students.

At home: Students should practice writing the ending consonant blend words at least three times in cursive.

Metro

INSIDE
Obituaries
Editorials

B

Old house stands between Clovis and K mart

"Clovis Cole, one of the city's early pioneers, built the cupola, and that alone is significant."
— Larry Gordon, spokesman for Vandlands

What to do with Dinkey Creek power

KRCD, PG&E will focus on rejected pact

Defense Minister Juan Ponce Enrile rejects President Aquino's offer of a cease-fire

Entrance fees will go up at US parks

Mutilation victim's life in the shadows

California's time bomb

MARY VINCENT
"My names are one"

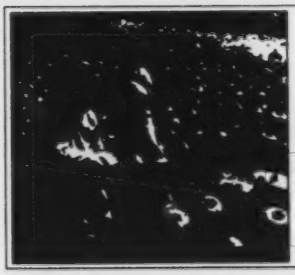
Pashayan a friend for farmers — Lyng

Election '86

Park worker found safe in high country

Eli Setenclch

Sad commentary



So many choices, so little time

Inside

Whitehurst's message to big business: Think Fresno!

Bonds shooting 'em for Christmas?

Who do kills owner by — Lasagna or Hippocrates?

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LESSON 21

Objective: This lesson will introduce more ending consonant blends and their pronunciations.

Getting started: Show students where to find horoscopes in the Tempo section of The Fresno Bee. Ask students to discuss what they know about the zodiac. For those who don't know what sign they are, ask their birthdate and show them how to locate their sign. Read the students' horoscope and have them discuss what the horoscope means and if it has any validity.

Activities:

- Review student homework writing assignments.
- Review beginning and ending consonant blends and drill through consonant blend key word cards.
- Present these new consonant endings and their sounds:

-nd = "und" as in hand	-nk = "unk" as in think
-nt = "unt" as in rent	-pt = "ptuh" as in slept
-sk = "usk" as in task	-sp = "usp" as in grasp
-st = "stuh" as in list	

Have students pronounce the sounds the blends make and how they sound with vowels. Have them think of short example words and have them write these down for their card collections.

- Read a few of the horoscopes aloud and have students write the letters of the blends they hear. Have them scan the horoscopes and circle the words that contain the blends they wrote down. Check their papers for accuracy. Give as much assistance as the students need and help pronounce the words they find.
- Drill through previous consonant blend key word cards.
- Read aloud to students.

At home: Students should practice writing the ending consonant blend key words at least three times in cursive.

Horoscope By Jeane Dixon

ARIES (March 21-April 19): The phone rings constantly. Handle requests promptly and you will win support in important quarters. Understanding grows within a close relationship now. Refuse to hold a grudge.

TAURUS (April 20-May 20): Do not dodge your responsibilities or you could arouse the ire of your mate. Joint travel projects and shared philosophies are favored. Conserve your energy by reducing the number of tasks you tackle at one time.

GEMINI (May 21-June 20): Go after the capital needed for a sound enterprise. Promotions and bonuses could surprise you. Your personal relationships improve. Moderation in all things will improve your health. Avoid taking unnecessary risks.

CANCER (June 21-July 22): Use your imaginative powers. A second income will solidify your financial position. Avoid losing your dignity when you go out to have fun. A wait-and-see attitude stirs up romance.

LEO (July 23-Aug. 22): Being more discreet will help you attain lasting financial security. A revamped image impresses those in authority. Your general health improves when you use common sense. Mate is more helpful than usual.

VIRGO (Aug. 23-Sept. 22): Do not try to force any issues before noon. An unexpected windfall helps reduce tension at home. Improved communication follows. Show greater understanding for loved one's needs. Trust is a two-way street.

LIBRA (Sept. 23-Oct. 22): A change of pace lets you bolster your business strengths. Your position at work becomes more secure. Wonderful results are obtained when you are consistent. Your reputation for reliability precedes you.

SCORPIO (Oct. 23-Nov. 21): Make the most of the expertise available to you. Keep a closer eye on investments. A phone call brings good news about a crisis. Get together with good friends this evening.

SAGITTARIUS (Nov. 22-Dec. 21): An outstanding performance in the workplace brings wider public recognition. Your financial reserves grow, reducing stress. Closer family ties lead to a new serenity. You know who you are and what you want.

CAPRICORN (Dec. 22-Jan. 19): Turn a deaf ear to those who offer constant criticism. Petty squabbles are a waste of time and energy. Focus on positive endeavors. You delight in helping a needy child.

AQUARIUS (Jan. 20-Feb. 18): Curb a tendency to go overboard in your enthusiasm for a cause. Make sure to protect your assets. Charity begins at home. Plan a special graduation party or college reunion.

PISCES (Feb. 19-March 20): Let nothing stand between you and a special goal. Fame and fortune are by no means out of the question. You get as much as you give in a love relationship.

LESSON 22

Objective: This lesson will introduce three-letter initial consonant blends and their pronunciations and will reinforce previously learned consonant blends.

Getting started: Show students where to find the House for Sale ads in the Classified section of The Fresno Bee. Have students describe the type of houses they would like to own -- how many bedrooms and bathrooms, location, yard size, etc. Search the classifieds to find the type of homes the students have described and read the ads aloud. Show students how useful the Classified section can be in searching for a home.

Activities:

- Review student writing samples from home.
- Review beginning and ending consonant blends.
- Present these new three-letter initial consonant blends:

scr = "scruh" as in scream	shr = "shruh" as in shrimp
spl = "spluh" as in splash	spr = "spruh" as in spring
str = "struh" as in strap	thr = "thruh" as in three

Have students pronounce the sounds the blends make and how they sound with vowels. Have them think of short example words and write them down for their card collections.

- Have students review the House for Sale classified ads and list words they find that begin with the blends they just learned. Be careful to explain the difference between abbreviations they may find in the ads and the true consonant blends they've been learning.
- Drill through previous consonant blend and vowel key word cards.
- Read aloud to students.

At home: Students should practice writing the new three-letter initial consonant blend words at least three times in cursive.

150--Homes, General

A BID GOV'T Homes Free list /info. Marge 275-6368 Agt

A 3 br, 1 ba, in NW Fresno. Xlnt for 1st time buyer or investor. Selling for FHA appraisal. $55m. Clean. Call owner-brk. 8-5 Mon-Fri. 435-5100

ALL FHA & VA INFO. D. Andrews RE 228-8181

ALL GOVN'T-HUD HOMES. U S SOO R.E. 225-6627

ALL SEASONED FAMILY HOME Splashy pool, frplc, insert, lrg. yd, 3 car gar 2 story Van Dyke, submit $99,000 DUTCHCO 251-2028

****

A REAL BARGAIN! 6 mo old 5 BR 2 Ba on approx. 1.9 AC w/pvt lake & ditch water. Clovis schools, $127,500. 252-2497

A REAL SPARKLER. 2 Bd 1 Ba, remodeled, painted, new tile. Open House Sun 1-4 PM $56,500. Diamond Rltrs 298-2033

ASSUMABLE no qualifying 12 homes with FHA loans. Call Joe or Bernie RMS REALTY 299-6800

Assume loan - no qualifying. $5,000 + down. Call Bill Pfeif, 487-7525, agt.

Back On the Market. Shaw/ McCall. Custom 4 Bd 2 Ba, 1900sf home $119,950. CUDE REALTY 268-2072

1900', 3 Bd, 2½ Ba, $81,950 Jim Fry R.E. 435-0750

12 BDRMS, 4 ba, new cond, plus cottage. 486-7121

b $69,500 HOOVER AREA Ideal for first home. 3 Bd, 1½ ba, oak parquet entry, newer crpts & linoleum. FR & LR w/cozy frpl.

$62,000 STARTER HOME Roomy 2 Bd home w/hdwd floors, inside utility, lrg. kitchen, formal DR, LR, central AC & heat. Partially furnished.

RANA
Real Estate 228-8500

3 BR 1 BA Updated, lg lot, $34,950 Agent 432-1519

Can't Sell your home? We'll buy it! Some restrictions. ERA Lighthouse 438-9090

CEDAR VIEW New custom 5 Bd, 3 Ba, 3-car + RV, 2600 ft, pick colors, $182,950 Bldr 292-9322

CLOSE To Woodward 4 br, 2 ba, LR, formal DR, pool, lg. backyard, 2170 sq. ft. $142,900. 435-4276

$130,000 CLOVIS SUBURBAN Nice mini ranch set-up on 5.12 acres. 3 bd, 2 ba w/din. rm, fam. rm, frplc & util. rm. Almonds & fruit trees + 30x40 metal bldg

$68,900 CLOVIS CORNER Nice 3bd, 1 1/2 ba on lrg corner lot. Frplc, central air, 2 patios & auto sprinklers, Refrigerator & satelite dish included.

HERALD Realty
200-0285

150--Homes, General

$5,000 DN, $286/mo. Fresh 2 BR Gar. Fenced. 756 S. 9th. St. $35,000. 431-1785

$3400 dn, $387/mo. Sharp 2 bdrm, garage.3970 E. Madison.$35,000. 431-1785.

DUPLEX $45,000. Positive cash flow, terms. 226-6079

$87,000 ENGLISH TUDOR - Beautiful 3 bdrm, 2 ba. Family room w/Black Marble fireplace. Complete upgrades thru-out. 10x25 workshop.

$84,950 SPOTLESS BRENTWOOD 4 Yrs. New and fully landscaped, 3 bdrms, 2 baths, romgn tub, liv. & fam., Clovis Schools.

$68,950 IT'S A DANDY-AND SO HOMEY! Sharp 3 bdrm 2 ba. Family room w/fireplace. Near shopping.

$64,950 WORTH YOUR TIME To investigate this 3 bdrm 2 ba. Earthtone carpets thru-out. Near IRS.

Century 21
GOLDEN KEY REALTY 291-4402

FINEST NEIGHBORHOOD 3 & 2.5, lrg lot w/nice landscaped, auto. spklr front & back. $145,000

ZONED FOR HORSES Nice ranch house on ¾ acre. Orange trees. Close to schools & shopping. $109,950

GREAT MOTHER-IN-LAW Cute 3 bdrm with an adjacent home next door, 1 bdrm, 1 ba. $74,950

GROW YOUR VEGGIES 3 & 2 w/lrg yard. Room for kids, dogs & a garden. Frplc & gar. $49,950

Century 21
ADANALIAN & JACKSON R.E.
435-4300

FIXER. N. of Huntington Blvd., 2 BR, frplc, $5000 down, $350 mo., 298-6878

Foreclosed Properties
Priced To Sell.
London Properties
Foreclosure Dept.
222-1074

FRESH AS SPRING. Owner has made his home beautiful inside & out. Call for details. $59,950. Diamond Rltrs 298-2033

GOVERNMENT SALE. As low as $500 down. For free list: Danco 233-2589

Gov't Owned Homes Vlad Novak R.E. 291-5597

GOV'T reclaimed homes, good area $32,000-$64,000 range, Century 21 Golden Key Realty 291-4402

150--Homes, General

London Properties Ltd.
226-3420
OPEN HOUSE 10-1
1772 W. Vartikian $142,950

ADOBE HACIENDA $225,000 Unique 4 bd/3 ba home on approx. ½ acre in Old Fig Garden. Beautiful landscaping, lge. pond has waterfall & bridge, lighted sport court, 40x16 barn.

OLD FIG DOLL HOUSE $134,000 2 Br/2.5 ba hardwood floors, remodeled kitchen, pool & guest house w/bath & fireeplace.

A GREAT HOUSE $87,500 In a great neighborhood for a great price. 3/1.75 almost new carpets, linoleum, draperies and paint.

All listings avail. on video. Agents avail. 24 hrs.

SEC 8. 3 BR 1 BA new crpt & drapes. 5035 E. LANE West Peach. Agt 252-7578

Spacious 4 bd 2 ba in Quiet Clovis Area. Stepdown Family Rm w/Fireplace & Vaulted Ceiling, Plus More! $83,500

Make An Offer!! Doll House. 2 bd on Large Lot. Room to Expand! $39,950 Century 21 CAMPUS REALTY 226-4427

TOWER CHARMER Cozy 2 Bd 1 Ba w/extra room, (3rd bdrm) kitchen nook, frplc in Liv Rm, $47,950. Diamond Rltrs 298-2033

TOWER DISTRICT 3, 4, Bed-room 2 story, lrg. covered porch $71,950. BENNETT RE 439-9332

Why Pay Rent? Buy a 4-Plex for $260/mo. $5,000 dwn. $1190 monthly pymnts. You live in one & collect $830/mo. from other three. Call me 224-6984.

A FREE LIST HUD Acquired Properties Agt 224-4394

155--Homes, N.W.

ADORABLE 3+1 nr Man-chester w/sep. GUEST HSE. Dishwasher A/C ceiling fans, hrdwd floors, french drs. Many extras. $74,500. Owner Agt 225-4057

A Luxury Old Fig Duplex home. $152,900. 227-2750

3 BR 2 BA WATHEN, solar pool $87,000, financing avail 226-5777 or 226-8221.

3 BR 2 BA WATHEN, $78,000. PH 224-8010 or 226-8221.

BULLARD HI $152,900 4 BR 2+BA. Formal dining, lrg. yard, pool! 3 BR WATHEN! Bullard Cul-de-sac lrg. yard & pool! $128,500. Jean Knowlton. Guarantee

170--Homes, S.E.

Redecorated, New Roof $134,950 Fresh paint, sharp custom home near Sunnyside. 3 bedrooms, plus an office or playroom, 2½ baths. Large lot, patio, gazebo, fenced pool.

Leo Wilson & Co
Real Estate Brokerage
225-1660
1233 W. Shaw

176--Home Builders

ACCENT HOMES 432-8000

A CUSTOM 1800 sq. ft. home from $57,500 Don Bricker Construction 291-0606

A VICTORIAN Type on 2½ Acs of citrus nr Kings River. Build to suit. $165,000. John Grove Constr. 449-0524, 787-2705

BONADELLE HOMES Maple & Alluvial 298-0470

BRENTWOOD ESTATES Woodward Park DeYoung Rlty 323-1322 Equal Housing Oppty

Have you ever considered building your own home? I can help! D&D Enterprise 449-1023 Lic.

Homes, Big Lots, Big Value. Final Phase. 298-5502

I do house plans. Joe 252-5311

Monte Vista Development
From $88,750 291-1111
From $66,950 276-2000

OAK HILL HOMES 432-7202

Quality Homes, Quality Prices! On Your Lot. DAVIS CONSTR. 224-2981

Regency Park Homes from the low $90's. 434-0158

1838 sf hse $64,900 your lot Sierra Custom 299-6847

WESTERN HOMES
On Your Lot or Ranch
1200 sq ft to 2025 sq ft
$24,995 to $49,995
Starting at $20.83 sq ft
432-3222

177--Condominiums, Co-ops For Sale

A HUD CONDO's FREE LIST $100 DOWN PAYMENT Ferrell Realty 233-9337

3 Bdrm, 2 Ba, assumable FHA Loan. Payments $462/mo. $49,950. Lot 1515 N. Pleasant 101, First St E. of Marks, S. side of McKinley. 226-3385

BY OWNER beautiful exec. model in finest N.W. Fresno. 3br, 2ba. All amenities. Owner transferred. Must sell now. Reduced to $94,500. 439-6476 or 1-673-7619

BY OWNER NE 2BR, 2ba, frplc, garage. 435-6141

Hoover-3/1/1-pool-$44,950 REID 435-8171 REALTOR

NICE 2 BR 1 Ba Frplc Gar. w/opener. Pool ..... $52,500 Calif Co. 434-1612 436-8600

N.W. CONDO. 2 bdrms, 2 ba. $45,850. 227-7094

3/2, POOL, no quality FHA, $3500 dn, OWC. 222-2452

TYLAR CONSTRUCTION 225-2600, 431-7305, 439-2676

178--Manufactured Housing, Mobile Homes

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LESSON 23

Objective: This lesson will introduce consonant digraphs at the beginnings of words and will reinforce consonant blends.

Getting started: Help students find stories written by regularly featured columnists. These often feature the columnist's name and a photo or illustration of their faces. Some columns are advice columns, some deal with business, television, gardening, sports, local happenings and issues, or consumer information. Have students select a column. Read it aloud and then discuss it.

Activities:

- Review student homework writing assignment.
- Review beginning and ending consonant blends by going through pronunciations and drilling examples from their key word cards.
- Present these new initial consonant digraphs:

  ch = "chuh" as in chase, cheese, chore
  ph = "fuh" as in phone, phrase, photo
  th = "thuh" as in the, thin, that
  wh = "wuh" as in which, whale, where
  wr = "ruh" as in wrong, wren, write
  gn = "nuh" as in gnaw, gnat, gnash
  kn = "nuh" as in knee, knot, know
  ps = "suh" as in psychic, psycho

Consonant digraphs are different from consonant blends because they have only one sound while blends are a combination of two sounds. Explain the difference between these two types of consonant sounds. It may be better to call the digraphs "consonant combinations that make one sound."

- Explain that some of the initial consonant digraphs do not have logical pronunciations and must be memorized. Have students pronounce the sounds the digraphs make.
- Give students several example words for each of these initial consonant digraphs and have them pronounce the words several times. Have them write the words down for their card collections.
- Have students review articles written by columnists and circle the words that begin with the digraphs they learned in today's lesson. Have students use their key word cards to help them with pronunciations.
- Drill through previous consonant blend key cards.
- Read aloud to students.

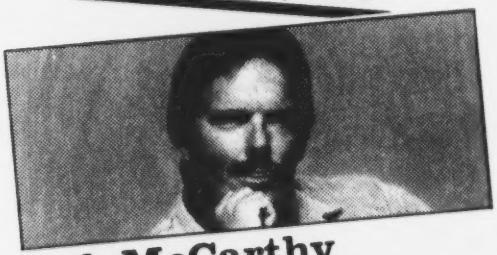
At home: Students should practice writing the new initial consonant digraph words at least three times in cursive. They also should practice the pronunciations of the digraphs and key words.

Dave Barry

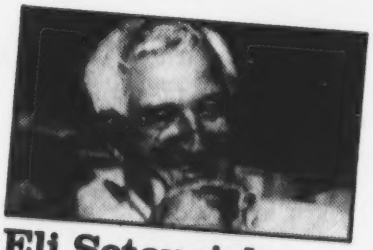
Abigail Van Buren
Dear Abby

Charles Wright & Erik Strom
Personal computers

Bill Patterson
Close to home



Bob McCarthy



Eli Setencich

Jeanne Jones
Cook it light

LESSON 24

Objective: This lesson will introduce ending consonant digraphs and will reinforce previously learned initial consonant digraphs and consonant blends.

Getting started: Have students find the Business section of The Fresno Bee and cut out pictures or symbols other than letters or words that represent words or ideas. Have them paste these symbols on a sheet of paper to form some kind of message about a business, and have them explain it.

Activities:

- Review student homework writing assignments.
- Review previous initial consonant digraphs and beginning and ending consonant blends by going through their pronunciations and drilling from the key word cards.
- Present new ending consonant digraphs:
  - -ch = "uch" as in touch, much
  - -sh = "ush" as in push, bush
  - -th = "uth" as in with, myth
  - -ck = "uck" as in black, attack
  - -lk = "ulk" as in milk, silk
  - -gh = "uf" as in laugh

Again, remind students that digraphs are different from blends because they only have one sound, whereas blends are a combination of sounds. As in the case of initial consonant digraphs, some of these ending consonant digraphs do not have logical pronunciations and must be memorized.

- Give students several example words for each of these ending consonant digraphs and have them pronounce and write these words for their card collections.
- Have students review the front page of the Business section of The Bee and circle words that end with the digraphs they just learned. They should use their key word cards to help with pronunciation.
- Drill through previous consonant blend key word cards.
- Read aloud to students.

At home: Students should practice writing and pronouncing each new ending consonant digraph and the key words for each at least three times in cursive.

$3.1 million award ordered in complaint against broker

Associated Press

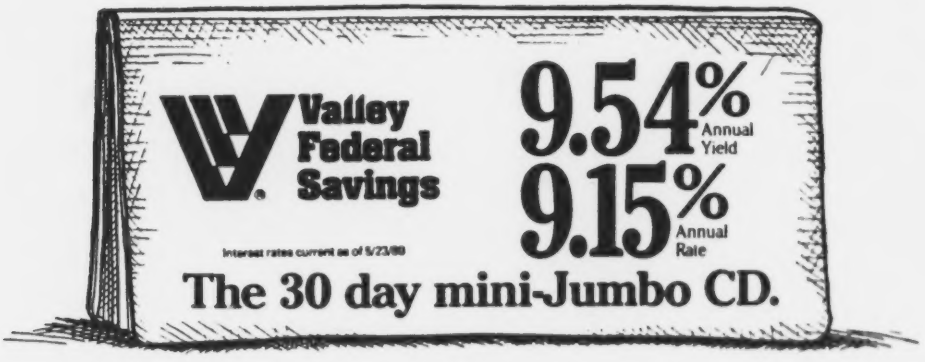
ATLANTA — An Atlanta woman who says her stockbroker used her investment account to generate more than $1 million in commissions for himself has been awarded $3.1 million by an arbitration panel.

In one of the biggest securities case awards ever, the National Association of Securities Dealers [illegible] closed that [illegible] products that were unsuitable.

NASD also ordered Dahle and Shearson jointly to pay attorneys' fees and other expenses.

Cooper's attorney, Marion Smith II, said the woman's actual monetary loss totaled about $200,000 on stocks and an undetermined amount on the limited partnerships.

In addition, lost investment [illegible] portunities



Higher farm exports help trade deficit drop 13.7%

By MARTIN CRUTSINGER
Associated Press

WASHINGTON — The United States enjoyed its best trading performance in four years from January through March as the deficit fell 13.7 percent to $27.63 billion, the government reported Friday.

The Commerce Department said that a decline in non-oil imports and the highest level of farm exports in almost eight years helped to lower the [illegible] quarter level of $32.02

While the Bush administration and some analysts are looking for the first quarter trade improvement to continue, other private economists expressed fears that deficit will begin widening in coming months.

They are particularly worried about the strength in the dollar, which makes American products more expensive on overseas markets, and rising oil prices, which boost the country's foreign oil bill.

Cynthia Latta, an economist with Data Resources Inc. in Lexington, Mass., predicted that the trade deficit for the entire year will be essen- [illegible] ranged from the $127.22 billion deficit

LESSON 25

Objective: This lesson will teach vowel diphthongs and the use of Y as a vowel. It also will serve as a review for the first unit.

Getting started: As a review of what students have learned about The Fresno Bee and newspapers in general, have students locate the items on the following list. Read each item separately and give students time to locate and cut out each item on the list.

1. the headline on the front page with the greatest number of words
2. their favorite section of the newspaper
3. an international news article
4. a single-frame comic with an animal as its central character
5. an ad that features an article of clothing
6. an ad for a movie they would like to see
7. a photo of a columnist
8. the national weather map
9. an editorial cartoon
10. a table of information
11. a photo of a person playing a sport
12. a company logo in an ad
13. an obituary
14. a photo of a person showing emotion
15. a photo of nutritious food
16. a feature story from the Tempo section
17. a letter to the editor
18. the TV log
19. a classified ad for a house for sale
20. a symbol from the Business section

Activities:

- Review writing practices students brought from home.
- Review initial and ending consonant blends and initial and ending consonants.
- Drill through the key word cards on blends and digraph words.
- Explain that diphthongs are combinations of words with vowels or vowels with consonants that are two sounds run or glided together. Present the following diphthongs to students:

oi as in avoid, boil	ai as in mail, frail
oy as in toy, royal	ai as in chair, fair
ou as in shout, out	oa as in coal, foal

ou as in you, through	ie as in lie, pie
ow as in now, frown	oo as in moon, fool
ew as in threw, few	aw as in saw, gnaw

Have students pronounce these sounds and words. Present example words and have students add three example words for each diphthong to their card collections.

• Present the use of the letter Y as a vowel: dry, my, fly, sty, cry, ply. Have them write three of these words on index cards for their collection.

• Briefly review the concepts studied in the last half of this unit and spend any extra time required to help students with problem areas.

• Have students circle the following things from the front page of the paper:

1. a word with four vowels
2. a word with four consonants
3. a word with a final E
4. a word with a vowel digraph
5. a word with a consonant digraph (consonant combination)
6. a word with a consonant blend
7. a word with a diphthong

Provide definitions and examples to help students find items on the list.

• Drill through key word cards for a review of vocabulary learned so far.

• Read aloud to students.

At home: Students should practice writing the lfirst paragraph of a news story in cursive.

NOTES

PART II

SIGHT WORDS

Part II

	Page
Lesson 26: Fashion	68
a and at been but by I in no she so that the they this with you	
Lesson 27: People	70
about after are ask before began big bring can come could did do does eat find for from gave get give have into is it keep look make might must	
Lesson 28: Inside	72
again all always am be because best both came close done down draw even fast fine found go got grow had has he if know leave like may me my	
Lesson 29: Classified ads: Help Wanted	74
near need new not now of old on once only open our put ran read run said see should some start tell their them there to today too us want	
Lesson 30: Valley Digest	76
an another any around as away better black blue call cold didn't don't enough every far first four full going gone green go hard heard help her here him he	
Lesson 31: Weekend	78
Ihis hold hat how its just kind last left let little long made mean most much never next off on one or other out over play red round same saw	

Page

Lesson 32: Punctuation 80

say	short	six	small	soon
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these	think	those	thought	three
through	together	told	try	two
upon	under	use	very	walk
warm	was	went	were	will

Lesson 33: Front page 82

across	act	I'm	art	became
high	light	many	more	own
right	take	ten	took	toward
turn	well	what	when	where
while	white	who	why	will
work	would	yes	yet	your
yet	your			

Lesson 34: Headlines 83

ate	bring	brown	buy	clean
drink	eight	fall	fly	funny
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Lesson 35: Sports 85

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balance	banking	broken	button	

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dentist	doctor	driver	electric	faster
grocery	money	outside	today	window

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clothing divide dollar driven engine gasoline happy litter movie ocean open penny people playing separate Sunday television tomorrow window winter	
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ten twenty thirty forty fifty sixty seventy eighty ninety hundred thousand million billion	
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bargain cashier center closed customer food grocery manager open sale save service special store	
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ambulance alert caution doctor directions emergency fire first aid help hospital ladies men phone poison police restroom room telephone warning weather	

INTRODUCTION/PART II

Part II begins with a review of the letters and sounds, then moves into longer words, basic sentence structure and basic punctuation. Part II is designed for students who have some knowledge of sounds and words, either pre-tutoring or through following the lessons in Part I.

Each lesson should include a period of oral reading. Your enthusiasm for the written word demonstrates that reading is an enriching activity. What you bring to read aloud in class will depend on your students' interests. Ask them what they would like to hear. Try to vary the diet -- from magazine articles to books to poetry.

LESSON 26

Objective: This lesson will quickly review words and concepts covered in Part I and will introduce 20 basic words for students to sound out and learn.

Getting started: Have students find the fashion pages in the Wednesday edition of The Bee. Explain that ads in the paper often reflect new styles in clothing. Have students cut out a photo of what they think is attractive clothing and another of unattractive clothing. Discuss their choices and discuss important guidelines in making clothing purchases: cost, style, function, construction, durability, etc. Ask if fashion articles and ads provide this information.

Activities:

- Briefly review consonants, vowels, blends and combinations.
- Check students' writing skills by having them copy several sentences from any story in the paper.
- Drill through their key word cards and ask students to pronounce words aloud.
- Print the following words as clearly as possible on a chalkboard or piece of paper and have the students sound them out. Pronounce words aloud if students need assistance.

a	and	at
been	but	by
I	in	no
she	so	that
the	they	this
up	we	which
with	you	

These words can be sounded out with the exception of "which" and "you" which are sight words and must be memorized.

- Have students read the words aloud several times as you point to them. Have the students write the words on index cards for future drills.
- Have students open The Bee to the fashion page and circle any of these new words they can find. Have them concentrate on finding at least one example of each word before finding second examples of the words.
- Read aloud to students.

At home: Have students write each of the new key words in cursive at least three times and have them drill through the new word cards.

LESSON 27

Objective: This lesson will review basic reading words from the last lesson and will teach 30 new words.

Getting started: Have students open to the People column on Page A3 of The Fresno Bee. Ask if anyone recognizes any of the faces in the pictures. Read the names printed in boldface type and ask students if they know the person in the news. After discussion, read the segments about the people in question.

Activities:

- Review the writing practices students brought from home.
- Drill through the word cards from the previous lesson.
- Present these new words to students:

about	after	are	ask
before	began	big	bring
can	come	could	did
do	does	eat	find
for	from	gave	get
give	have	into	is
it	keep	look	make
might	must		

Pronounce the words students cannot sound out.

- Have students read the words aloud several times as you point to them. Have students write the words on index cards for future drills.
- Drill through new word cards.
- Have students review the People section and circle any of the new words they find. Have them try to find each word once before circling any repeat examples.
- Drill through key word cards from Part I.
- Read aloud to students.

At home: Students should practice writing each of the new words at least three times in cursive. Have them drill through the new word cards with a reader nearby to help sound out unfamiliar words.

People

Associated Press

"Dr. Mike" accepted an honorary degree on Tuesday.

College adds 'doctor' to Mike Tyson's list of titles

It's now **Dr. Mike Tyson**. The heavyweight boxing champion and high-school dropout was given an honorary doctorate in humane letters by Central State University in Wilberforce, Ohio Tuesday. Tyson, dubbed "Iron Mike" for his devastating knockout punch, was being honored at commencement ceremonies for his positive influence on young people. Tyson said at a news conference preceding the ceremony that delivering an anti-drug message to poor youths can be difficult because they cannot relate to someone with a lot of money.

Not dead yet

Irishman **Seamus Lee** arrived home after a night out on the town to discover his family preparing for his funeral. The mourning began for the 31-year-old Dubliner when his shocked father mistakenly identified a tattooed body taken from rabilia on June 21. Although Apple Corp. bought the car in 1968 for use of the entire band, **John Lennon** used it most often and helped design its decoration.

Made for each other

Former New York Jet **Mark Gastineau** and actress **Brigitte Nielsen** are planning a July 15 wedding on an Arizona ranch. The "animal ranch" will let her be herself, Nielsen told TV Guide. "I'm a homebody. My physical presence detracts from what is in my heart," she said. Gastineau says he's content staying home to wait on his girlfriend. "She's worth waiting on. I could never play football [while she's] on location somewhere," he said.

Previn resigns

Andre Previn has resigned as music director of the Los Angeles

LESSON 28

Objective: This lesson will review basic reading words from the last classes and will teach 30 new words. Part I also is reviewed.

Getting started: Point out the "Inside" section on the front page of The Fresno Bee. Explain that "Inside" gives a guide to the sections and features in the newspaper. This is an index. An index allows a reader to quickly find the section he wants. "Inside" also offers a quick look at the day's weather. Ask students which section they are most interested in, then ask them to find its location, using the index.

Activities:

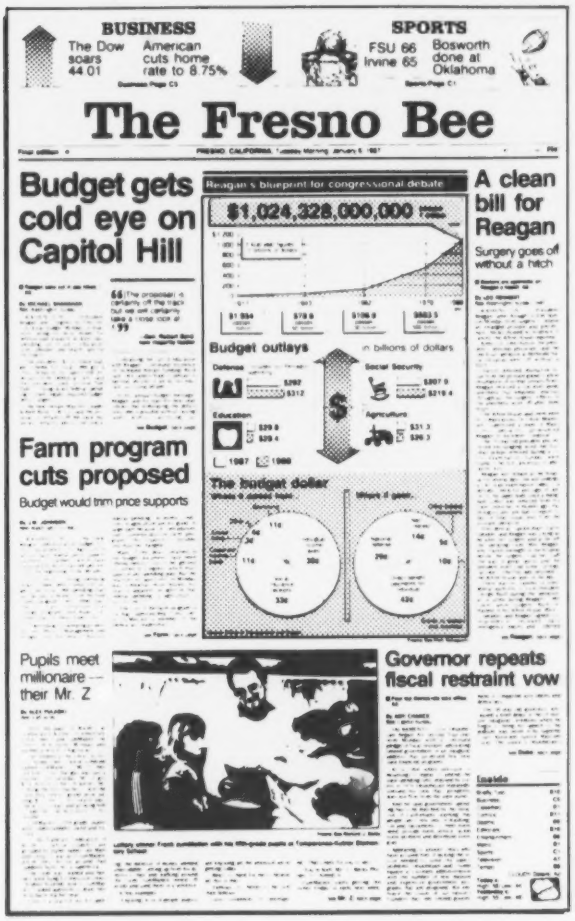
- Review student writing practices brought from home.
- Drill word cards from last class.
- Present the following new words to students and pronounce them or have students sound them out:

again	all	always	am
be	because	best	both
came	close	done	down
draw	even	fast	fine
found	go	got	grow
had	has	he	if
know	leave	like	may
me	my		

Point to each word randomly several times and have students pronounce them aloud. Have students write these new words to add to their card collections.

- Drill through the new word cards.
- Drill through Part I key word cards.
- Read aloud to students.

At home: Students should practice writing each new word at least three times in cursive and drill through the word cards.



BUSINESS
The Dow soars 44.01
American cuts home rate to 8.75%

SPORTS
FSU 66 Irvine 65
Bosworth done at Oklahoma

The Fresno Bee

Budget gets cold eye on Capitol Hill

Reagan's blueprint for congressional debate

$1,024,328,000,000

Budget outlays

in billions of dollars

The budget dollar

A clean bill for Reagan

Surgery goes off without a hitch

Farm program cuts proposed

Budget would trim price supports

Pupils meet millionaire — their Mr. Z

Governor repeats fiscal restraint vow

Inside

Briefly Told	C9
Business	C5
Classified	D1
Comics	C10
Deaths	D13
Editorials	B6
Entertainment	F2
Metro	B1
Sports	E1
Television	F11
Tempo	C1
Weekend	F1

CLOUDY Details, A2

Today
High: 78 Low: 55
Yesterday
High: 108 Low: 55

82

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LESSON 29

Objective: This lesson will introduce 30 new words and will review words from previous classes.

Getting started: Lead students to the "Help Wanted" section of the classified ads in The Fresno Bee. Read several of the ads aloud to show the diversity of employment opportunities in the valley. Try to find variations of standard ads to read aloud. Ask students about the types of jobs they are interested in and try to locate ads for these. Explain that employers pay for ads by the line so the entire job description may not be printed. Have students sound out one or two ads, and offer assistance if needed. Reminder: Many classified advertisers choose to abbreviate within their ads. Abbreviations will be covered in an upcoming lesson. In the ads which are read aloud, try to locate ads which use complete words.

Activities:

- Review student writing practices brought from home.
- Drill through word cards from last class.
- Present the following new words by writing them on a board or piece of paper and pronouncing them or have students sound them out:

near	need	new	not
now	of	old	on
once	only	open	our
put	ran	read	run
said	see	should	some
start	tell	their	them
there	to	today	too
us	want		

Randomly point to each word several times and have students read them aloud. Have students write each word for their card collections.

- Drill through new word cards.
- Have students read through the Help Wanted ads and circle any examples they can find of the new words. Encourage them to try to read surrounding words and phrases, and offer assistance if necessary.
- Read aloud to students.

At home: Students should practice writing each new word at least three times in cursive. They should also drill through the new word cards.

457--Help Wanted Medical/Dental

Nursing

CNAs

CNA positions available at Country View Convalescent Hospital, 925 N. Cornelia/Belmont. Please call 275-4785 for an appointment. E.O.E.

OPTICAL Cal. Lic. Prof. Optometrist needed. F/T w/xlnt salary and incentive plans. Busy, service-oriented practice. Submit resume to Fresno Bee, Box #M427, Fresno, CA 93786

PA/NP. BEST JOB IN TOWN! A+ office & staff. Excellent learning opportunities, great teaching. Special patients. Direct patient care. Full supervision. Competitive salary. Call JoAnn for interview. 224-5950.

RADIOLOGICAL TECHNOLOGIST

Acute care hospital position. CRT required. PM position. Perform general radiology & flouroscopy procedures. Apply Madera Community Hospital, 1250 E. Almond, Madera, wkdys 8-3:30pm

RDH P/T, salary negotiable bonus. 1-582-4346

RECEPTIONIST

F/T position. Mon-Fri. Friendly working environment. General office skills preferred. Competitive wages and excellent benefits package. Apply in person or call: Hy-Pano House Convalescent Hospital, 3510 E. Shields Ave., Fresno, (209) 222-4807. E.O.E.

RN-PHN

Come to the Gold Country. Visit Seniors in their homes in the Mother Lode Offices in San Andreas & also Sacramento.

P.R.N. HOME HEALTH, INC.

449-9999 EOE

RNs, Career Hotline 1-732-5713. Kaweah Delta Hospital-Visalia

RNs/PHN

Rediscover why you became a nurse in P.R.N. Home Health Care.
Give excellent care
&
Get professional rewards.
P.R.N. needs 3 full-time case managers.
Call Jeanne Kokes
449-9999

RN's, Valley Children's Hospital, 225-3000, x1143

TRANSCRIBER

Medical Record Dept.
SANGER HOSPITAL
Prior acute hosp. exp. nec. Contact Marjorie Wilkis, 875-6571

460--Help Wanted, Sales

ACCOUNT EXECUTIVE & Sales Assistant openings at KFTV Channel 21 for qualified & exp'd. individuals. Please send resume to: KFTV Channel

460--Help Wanted, Sales

FASTEST GROWING

Water filtration company in the U.S.A. 28 year old international mfg co. residential & comm'l units (Bacteriostatic); counter top, 10,000 gal. under the sink, ice maker, 5 yr warranty; whole house semi & automatic, 200,000 gal capacity; reverse osmosis; 2 types (no H2o wasted). Well & RV systems also. RESULT ORIENTED SALES MANAGERS & SALES REP NEEDED. National close rate 70%. Managers earn $70k, reps $40k, PT $20k. See the finest units avail at the CLEARBROOK display, Marriott Courtyard. Call Richard Leavitt, 221-6000. COMPETITION WELCOME

MOTOR ROUTE

Available with
THE FRESNO BEE

Must have a valid California driver's license, provide proof of auto insurance, two co-signers and post $200 bond.

Approx Gross Profit:
$1600/month
Contact: Sandra Chisom
(209) 228-8611
between 9am & 3:30pm

An Equal Opportunity Employer

PHONES-Part Time-Will Train

Must be good on phones. $165 per week, 5-hr shifts. Pay day every Friday. A.M. & P.M. shifts available. Students & housewives welcome to apply. For interview come to 3767 Blackstone, Safeway Mall, Business Sampler.

PRINTING Base salary + comm., est. accounts. Printing background preferred. Send resume to P.O. Box 3109 Pinedale, CA 93650.

PROFESSIONAL SALES
AVERAGE FIRST YEAR INCOME
$24,000

*Excellent training program
*Car allowance
*Major medical
*No overnight travel
*Sales experience in any field desired

If you are currently employed or have had any retail experience, call:

294-0739

RADIO COMMUNICATIONS REPRESENTATIVE

Motorolla Communications continued growth requires we hire another sales rep. for the Bakersfield area. Outside sales exp. a must! Incentives, co. car & benefits are offered. Salary based upon exp. For application call: 1-800-626-6606 or mail resume to: 4706 W. Mineral King, Suite #H, Visalia, CA 93291.

460--Help Wanted, Sales

SALESPERSON: Restaurant equip & supplies, exp needed. Apply in person Cresco, 2018 S. Van Ness.

SALESPERSON Needed. Exper. required in signs or advertising. Call 255-3477

SALES

RICH AND FAMOUS

Join one of America's hot test new programs. Earn incomes of $1000-$1500+ comm weekly. No direct sales involved, this product sells itself. Limited positions available.

214-905-0540

SALES

We have

ENOUGH QUALIFIED APPOINTMENTS

to earn $800-$1000 or more per week. Top closers $2500/week. If you think you can handle this kind of action, let's talk. Call 275-0319 betw 11AM-3PM, ask for Mr. Richey

SUMMER JOBS

Earn $180 to $300 Wk.

Comm. Voter Revolt, the citizen group that shocked the experts & passed Prop 103, is working on another landmark campaign to house the homeless & restore community services. Training provided, advancement opportunities. Call 233-7464

TELEMARKETING

FULL TIME PAY
PART TIME HOURS
Earn bwtn $8-$14/hr. Mrly bonuses. No cold calling! Only 2 openings left. Call Ray 294-7747

TELEMARKETERS PART-TIME eves & Sat a.m., sell show tickets from our E. Shaw & First St. office. $5/hr. guaranteed salary to $10/hr. Call Mr. McKay 221-5004

TELEMARKETING. PT, FT. Pay weekly, guaranteed + incentive. Household products. Earn up to $10/hr. salary & more. 233-2770

Telemarketing Ad Sales-New publications. Leads. Top points. Your area. You're the boss. 714/838-9233

TELEMARKETERS needed for chiropractic office. 224-6001 for info.

TELEMARKETING, part time, evening work. $5/hr. No exp. nec. Call 292-1212

WATER Treatment Sales. Career Opportunity! Learn the fastest growing business today. Rayne will train you in water treatment/purification. Earn top comm. + bonuses. Medical benefits. Call Rayne, 275-8100.

RADIO KGST is accepting applications for future employment as vacancies become available. Apply Mon-Fri, 9am-5pm, 1900 Mariposa Mall #121. EOE, M/F/H/V

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LESSON 30

Objective: This lesson will introduce 30 new words and will review words learned in previous classes.

Getting started: Have students name as many valley towns as they can. Have them open The Fresno Bee to the Valley Digest on the inside of the Metro section. Students should try to find as many valley towns named in the Digest as they can. Help them sound out difficult names. Read a few of the news briefs aloud and discuss why it is important for a large city newspaper to include news from surrounding communities.

Activities:

- Review student writing practices brought from home.
- Drill through new word cards from last class.
- Present the following new words by writing them clearly on a board or piece of paper. Pronounce the words or have students sound them out:

an	another	any	around
as	away	better	black
blue	call	cold	didn't
don't	enough	every	far
first	four	full	going
gone	green	go	hard
heard	help	her	here
him	he		

Take a few minutes to explain contractions and the use of apostrophes in them. For now, just discuss the contraction "not" in the words "didn't" and "don't" from this list.

- Randomly point to each word several times and have students pronounce them aloud. Also have students write the new words on index cards for addition to their card collections.
- Drill through new word cards.
- Have students review the Valley Digest and circle any examples of these new words. Encourage them to sound out surrounding phrases and words and assist them if they need help.
- Read aloud to students.

At home: Students should practice writing each new word at least three times in cursive and should drill through the new word cards.

Valley digest

3 Bakersfield men in kidnapping trial

DELANO — Three Bakersfield men accused of kidnapping an 8-year-old Delano girl for $30,000 ransom were bound over for trial Tuesday.

The defendants will be arraigned May 30 in Kern County Superior Court in Bakersfield.

The victim, Jerspette Saini, was kidnapped from her bed April 7 and was found in an orange grove later in the day, apparently uninjured, after the ransom was paid.

Authorities then captured Rajinder Singh Jhanjar, 25; William Fenton, 21; and Joseph Frye, 17. All were being held without bail.

Stockton council OKs extension of utility tax

STOCKTON — The Stockton City Council has voted to extend a 6 percent utility tax to out-of-state and international telephone calls.

The council vote last week was 5-3 in support of the measure which city officials said will raise about $462,000 a year in additional revenue.

Groundbreaking set for disabled camp

MODESTO — Ground will be broken Friday for a $13 million camp for the disabled 20 miles north of Sonora in the Sierra Nevada.

The first phase of the 15-year project is expected to open in 1990.

The camp, expected to accommodate 400 campers, will be the second operated by the Christian Berets, a non-profit group that organizes outings for the disabled.

Christian Berets director Dawn Crooker said the existing camp near Long Barn is open only during the summer months and can't meet increasing demands. That camp opened in 1971 and has a

LESSON 31

Objective: This lesson will teach 30 new words and will review words learned in previous lessons.

Getting started: Have students look at copies of the Weekend section in the Friday Fresno Bee. Lead students through the section, pointing out entertainment and restaurant listings and ads, movie and concert reviews, and the "This Weekend" listing of valley activities. Read some of the activity listings aloud and have students explain why they would attend one event over another.

Activities:

- Review student writing practices brought from home.
- Drill through new word cards from last class.
- Present the following new words to students by writing them on a board or piece of paper and pronouncing them or having students sound them out:

his	hold	hat	how
its	just	kind	last
left	let	little	long
made	mean	most	much
never	next	off	on
one	or	other	out
over	play	red	round
same	saw		

Randomly point to each word several times and have students pronounce them aloud. Have students write the new words on index cards to add to their card collections.

- Drill through new word cards.
- Have students look through the "This Weekend" listing and circle any examples of the new words. Encourage them to read or sound out surrounding words or phrases.
- Select a few of the shortest and simplest stories in the Weekend section and have students attempt to read the first paragraph or two aloud. Be ready to provide as much assistance as needed.
- Read aloud to students.

At home: Students should practice writing each new word at least three times in cursive and should drill through the new word cards several times.

Weekend

INSIDE
Around town F5
This weekend F8
Television F9

F

TGIF

A guide to entertainment this weekend

Peaceful solution

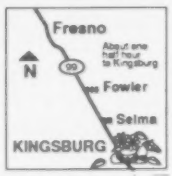
Hot dawg! It's faur time

What's new

VÄLKOMMEN

Kingsburg has a smorgasbord of activities

By MICHAEL S. GREEN



BeBe and CeCe don't go for the pop style

By PETER RAMJAG

BEBE AND CECE WINANS
Arrojo Theatre
$13.50, $15
Saturday / 30 p.m.

Bebe & Cece Winans' gospel single "Lose Without You," a No. 13 on the charts this week.

At last, a home for gold

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LESSON 32

Objective: This lesson will introduce 30 new words and will review words learned in previous lessons.

Getting started: As an introduction to punctuation, have students cut out an article from The Fresno Bee and circle the punctuation marks with different colored markers. Example: Have them circle periods in red, commas in green, apostrophes in yellow and question marks in blue. Provide written samples of these punctuation marks so students will know what to look for.

Activities:

- Review student writing practices brought from home.
- Drill through new word cards from last week.
- Present the following new words by writing them on a board or piece of paper and pronouncing them aloud or by having students sound them out:

say	short	six	small
soon	still	take	ten
than	then	these	think
those	thought	three	through
together	told	try	two
upon	under	use	very
walk	warm	was	went
were	will		

Randomly point to each word several times and have students pronounce them aloud. Then have them write these to add to their card collections.

- Drill through new word cards.
- Introduce punctuation to students. Most will be able to identify periods, commas, apostrophes and question marks from the exercise they did at the beginning of the lesson. Tell students that periods come at the end of complete sentences, while commas serve as separators between parts of sentences or parts of a series or a list. Question marks come at the end of questions and apostrophes indicate possession or omission.

These explanations are extremely simple and do not cover the wide range of uses for commas or the wide range of contractions for which apostrophes are used.

• Have students individually pick out several words from today's list and make a sentence. They may add words necessary to make the sentence complete, e.g., "a," "and" "an" or short nouns. Have students read their sentences aloud and then have them record the sentence for their card collections.
• Have students review the stories in which they circled punctuation marks. Explain that headlines are shortened sentences and do not require periods. Have students suggest words necessary to make these headlines complete sentences.
• Have students read aloud.

At home: Students should each make up two sentences using words learned in this lesson. Encourage them to get help from a reader or someone at home if they have problems with the new words or combining them into sentences. Have them write their sentences on index cards and bring them to the next lesson.

LESSON 33

Objective: This lesson will review the words students learned in previous classes and will add 30 new words to their vocabularies.

Getting started: Ask students to look at the front page of The Fresno Bee and circle 10 words they know, each with four letters or more. Save this page for use later in the lesson.

Activities:

• Look at the original sentences students brought from home and ask each student to read at least one aloud.
• Drill through new word cards from last class.
• Present the following new words. Write them clearly on the board or a piece of paper. Pronounce each word or have students sound them out.

across	act	(I)am/I'm	art
became	high	light	many
more	own	right	take
ten	took	toward	turn
well	what	when	where
while	white	who	why
will	work	would	yes
yet	your		

Randomly point to each word several times and have students pronounce them aloud. Have students write these words on index cards for addition to their card collections.
• Drill through these new word cards.
• Have students refer to the front page of The Bee and the words they circled. Have them combine circled words with some of the new words to make one original sentence of at least five words. Construct a few sentences aloud for students, but ask them to write down their original sentences. Read a few of the completed sentences aloud.

At home: Students should drill through their new word cards. Have each student prepare an original sentence using at least one of the new words. They do not need to write the sentence down, but should be prepared to discuss the sentence in the next class.

LESSON 34

Objective: This lesson will review words students have learned in previous lessons and will add 30 new words to their vocabularies.

Getting started: Have students look through The Fresno Bee and circle headlines that ask questions.

Activities:

• Go over the original sentences students composed at home. Ask students to write these in their notebooks.
• Drill through the new word cards from last class.
• Present the following new words. Write them on a chalkboard or piece of paper and pronounce each word or have students sound them out.

ate	bring/s	brown	buy
clean	drink	eight	fall
fly	funny	goes	hurt
jump	laugh	line	myself
pick	please	pretty	pull
ride	seven	shall	sing
sit	sleep	thank	wash
white	wish		

Have students write the words on index cards for future drills.
• Drill through the new word cards.
• Work on writing sentences with these and other short words. Have students write short statements or questions and help them punctuate their sentences. Tell students that periods come at the ends of complete statements. Students eventually will use commas as separators between items in a series, but most students will not need to use commas between two independent clauses since they will be composing simple sentences. Write short example sentences for students to see:

He will clean it.
Did you bring them?
She is funny.

Help students work out their sentences orally before they begin writing them.
• Have students look at the headlines they circled and have them point out the differences between headlines that are questions and

LESSON 34 *Continued*

those that are statements. Have them write two short sentences modeled after two headlines they select from the paper.

- Read aloud to students.

At home: Students should drill through their new word cards.

LESSON 35

Objective: This lesson will review the basic sight words from previous lessons and will introduce syllables.

Getting started: Have students look through the Sports section of The Fresno Bee and find words in headlines that have five or more letters. Ask students to spend five minutes circling these words.

Activities:

• Drill through word cards from last class.
• Spend 15 minutes reviewing word cards from earlier lessons and spend time on words students still have difficulty recognizing.
• Introduce syllables by explaining that syllables are beats that words have. Very few of the words students have had so far have had more than one syllable. Present these example words by writing them on the board or a piece of paper:

a bout	a cross	a gain	al ways
a round	a noth er		

One way students will learn to read words they don't know is by breaking words apart into syllables and reading them. Put these words on the board and have students sound them out syllable by syllable.

be cause	a go	o ther
to gether	my self	ne ver

• Have students put these new words on index cards in separate syllables as you have done on the board. Drill through these new cards.
• Return to The Bee's Sports section. Let students lead you to 10 two-syllable words they circled and ask them to read the words. Help them sound out the syllables.
• Read aloud to students.

At home: Students should listen for syllables in words and be prepared to talk about these words in the next class.

LESSON 36

Objective: This lesson will reinforce the basic sight words from previous lessons and will work with syllables.

Getting started: Encourage students to look through The Fresno Bee and to read stories and examine photos that interest them. Discuss the items of interest to the students.

Activities:

- Drill through the polysyllabic word cards from last class.
- Drill through basic sight words from lessons 26-34.
- Remind students that syllables are beats in words. Discuss the words students thought of as their homework and write the easier words on the board or piece of paper.
- Present these new polysyllabic words. Write the words on the board or a piece of paper and have students sound them out as you write each one.

af ter	ap ple	ba by	bed room
birth day	bro ther	chick en	child ren
far mer	good bye	kit chen	mo ney
morn ing	mo ther	pic ture	read ing
sis ter	sand wich	ta ble	win dow

- Have students look at the pictures and stories they examined at the beginning of class. Ask them to circle words they recognize, with special attention to words of more than one syllable. Have students read the words they find, and write them on index cards for their collections.
- Read aloud to students.

At home: Students should find several two-syllable words in The Bee and write them down for next class.

LESSON 37

Objective: This lesson will work with syllables and will reinforce shorter basic sight words. Capitalization also will be introduced.

Getting started: Ask students to look at the front page of the Tempo section of The Bee and circle 20 words which begin with capital letters. Ask students to think about why the words they circled are capitalized.

Activities:

- Drill through the polysyllabic words from last class.
- Explain that capital letters are used on "proper names," names of people, cities, holidays, streets, buildings and many other types of important names. These are two examples:

  Fres no, Cal i for nia

  Draw attention to both the syllables and capital letters.
- Present these new polysyllabic words:

ad dress	a go	air plane
al most	bag gage	bal ance
bank ing	bro ken	but ton

Students will begin to notice, as they are sounding out these words, that words sound different as they are pronounced together from the way they sound when they are pronounced apart. Explain that this is because syllables are stressed and unstressed depending on how they are placed in words. Exaggerate the stressed syllables in these words:

AD dress	AIR plane	AL most
BA by	BAG gage	BAL ance
BRO ken	BUT ton	

If students want an illustration of how the words would sound with accents on the other syllables, say "bro KEN" and "al MOST" for them. Use other example words to explain the difference that stressed or unstressed syllables can make.

- Have students write the new polysyllabic words on index cards or in their notebooks. Drill through these new words.
- Have students look through the front page of the Metro section and circle 20 more capitalized words. Discuss why these words, and those they circled at the beginning of the lesson, are capitalized.
- Read aloud to students.

At home: Students should drill through the polysyllabic words they have learned so far.

LESSON 38

Objective: This lesson will reinforce the longer words from earlier classes and will add more polysyllabic words to students' vocabularies.

Getting started: Have students read through the news and advertising headlines in the Business section of The Fresno Bee and circle any words they know. Discuss the words they recognize and draw attention to the number of syllables in any polysyllabic words students find.

Activities:

• Drill through the polysyllabic word cards from the last three lessons.
• Drill through the word cards from lessons 26-34.
• Present the following polysyllabic words. These words are divided as the syllables are pronounced, not as they would be divided in a dictionary:

air plane	A mer i can	ap ple
a way	be gin	be hind
bro ken	col or	co py
dan ger	den tist	doc tor
dri ver	e lec tric	fas ter
gro cer y	mo ney	out side
to day	win dow	

As you write these on the board, pronounce them or have students sound them out. You may write them in their separate syllables, but begin putting them a little closer together so students can gradually become accustomed to reading them as whole units.
• Have students read through the newspaper and find two polysyllabic words they can read in the Sports, Tempo or Metro sections. They should circle these words and be able to tell the class something about the stories or ads the words came from by taking clues from the visual or verbal contexts around the words.
• Review the pronunciation marks and how they are used: periods at the end of sentences; question marks at the end of questions; apostrophes to indicate possession or omission; and commas as separators between items in a series or between independent clauses in compound sentences.
• Read aloud to students.

At home: Students should drill through their new word cards and practice writing their new words at least twice.

LESSON 39

Objective: This lesson will continue practice on earlier vocabulary and will add more polysyllabic words to students' vocabularies.

Getting started: Have students look at the advertisements in the first and Metro sections of The Bee and find the ads they believe are the most effective and appealing. Have students circle what they think are the three best ads.Compare the results and discuss why they thought their choices were the best ads. Encourage students to read any words they recognize in the ads.

Activities:

- Drill through the polysyllabic word cards from last class.
- Drill through all earlier polysyllabic word cards.
- Present the following new words to students. Write them on the board and have students sound them out and read them aloud several times. They can divide the words into syllables if that will help them read the words. Remember these words are divided as the syllables are pronounced, not as they would be divided in the dictionary:

clo thing	di vide	dol lar
dri ven	en gine	gas o line
hap py	lit ter	mov ie
o cean	o pen	pen ny
peo ple	play ing	sep a rate
Sun day	tel e vis ion	to mor row
win dow	win ter	

Some of these words are longer than the words many beginning reading lessons teach students, but these are words students will need to know as they do future reading.

- Have students flip through the newspaper and see if they can find any of these new words in it. If they can, have them explain the context the words came from. Encourage them to read the surrounding words.
- Briefly review periods, apostrophes, commas and question marks and their uses.
- Read aloud to students.

At home: Students should use two of the new words and write them in one or two short sentences. They should have their sentences ready for the next class.

LESSON 40

Objective: This lesson will reinforce the polysyllabic words studied so far and will work with capitalization. Plurals will be introduced.

Getting started: Have students open the Spotlight section found in the Sunday Fresno Bee. Explain that a variety of information about all kinds of entertainment is regularly printed in this section. Ask students to use visual context clues to locate a movie review, a profile of an entertainer, a movie ad and an article about television. Discuss the articles students select and how the context clues helped them locate what they were looking for.

Activities:

• Drill through the word cards from the last lesson and Lessons 26-38.

• Have students review the Spotlight section and notice the capital letters they see. They will find capital letters on names, places, dates and other important words as well as words at the beginning of sentences.

Ask students to read through the Spotlight section and find examples of the following capitalization rules:

1. The first word of a sentence is capitalized.
   (find 10 examples)
2. The pronoun "I" is capitalized.
   (find five examples)
3. People's names are capitalized.
   (find five examples)
4. The names of cities, states and countries are capitalized.
   (find five examples)
5. The names of months and days of the week are capitalized.
   (find 10 examples)

• Have students look for three five- to eight-letter words in the Spotlight section and encourage them to sound them out. Help them read the words and have students write them in their notebooks or on cards.

• Introduce plurals and explain that many plural words are formed by adding -s or -es to the ends of words. Tell students that different kinds of words can have plurals (verbs, nouns, pronouns), but that

they are going to be working only with the plurals of nouns for now. Nouns are words for people, places or things and the following examples are nouns in singular and plural forms:

singular	**plural**
ant	ants
cat	cats
house	houses
idea	ideas
word	words

Have students think of several singular nouns to make plural. These do not have to be words they can already read, just words they know. Write the words they think of on the board with their plurals beside them. Indicate how the plurals were formed.
• Read aloud to students.

At home: Students should listen for nouns that end in "s." They should remember two of these plural words to discuss in the next class.

LESSON 41

Objective: This lesson will continue to reinforce the words students have learned so far and will continue to work with capitals and plurals.

Getting started: Have students spend five to 10 minutes reading and looking through The Fresno Bee. When they have finished looking at the paper, have students share information they learned.

Activities:

• Drill through the polysyllabic word cards from earlier lessons.
• Review capitalization. Tell students that for now the best way to know when to capitalize a word is if it is a specific name of a person, place or thing. Sometimes these persons, places and things are known as proper nouns. Example:

Ronald Reagan
Willie Mays
Margaret Thatcher

Fresno
San Francisco
California

Friday
the West
Golden Gate Bridge

There are many more specific rules for capitalization, but trying to teach them now would be confusing for the students.
• Review pronunciation. Periods go at the end of sentences (grammatically complete thoughts); apostrophes indicate possession or omission; commas separate items in a series or separate parts of sentences; question marks end questions.
• Have students use words from recent vocabulary lessons to construct four sentences. Have students do this orally so help can be offered to make complete sentences.
• Have students discuss the people, places and things that are capitalized in the newspaper and draw attention to any plurals they run across. Discuss why words they find are capitalized.
• Read aloud to students.

At home: Students should think of two sentences about things they would like to read in the newspaper. With the assistance of a reader, they should write these sentences down.

LESSON 42

Objective: This lesson will reinforce vocabulary, capitalization, plurals and basic punctuation. Abbreviations will be introduced.

Getting started: Have students look through The Fresno Bee and circle any shortened words (words with between one and four letters that end with a period and don't follow the rules they've learned) they see. Explain that these shortened words are called abbreviations and that they are economical ways to write words without having to write all their letters. Have each student find at least seven abbreviations in the newspaper.

Activities:

- Drill through the polysyllabic work cards from earlier lessons.
- Review sentences students brought from home. Have students think of several more sentences in class. Write these sentences on the board or piece of paper so that students can see how they look.
- Review capitalization. Point out capitals in sentences you wrote for them. Read sentences from the newspaper to students and have them tell you which words in the sentences should be capitalized.
- Review punctuation and use of periods, commas, apostrophes and question marks. Tell students that a compete sentence is a grammatically complete thought.
- Introduce abbreviations. Explain that students will see these shortened words in all sorts of things they read. Examples:

Mr. = Mister
Dr. = Doctor
no. = number
co. = company
a.m. = morning (ante meridiem)
p.m. = afternoon/evening (post meridiem)
st. = street
Calif. = California
CSUF = California State University, Fresno
FCC = Fresno City College

Explain that periods also are used at the end of some abbreviations. Tell students that the Classified section of The Bee uses hundreds of abbreviations.

LESSON 42 *Continued*

- In teams of two, have students look at five pre-selected sentences in the newspaper and work on sounding out the words and reading the sentences. Share the sentences orally when students are able to read them.
- Read aloud to students.

At home: Students should look through the newspaper to find more abbreviations to write down and bring to the next class.

LESSON 43

Objective: This lesson will review vocabulary words, and will reinforce capitalization, plurals, punctuation and abbreviations. New words will be introduced.

Getting started: Cut names of the days of the week from the newspaper. Use these as models and have students circle the days and dates they can find in the newspaper. Each student should circle five days or dates. Discuss where they found the days and dates when students are done circling.

Activities:

- Drill through polysyllabic words from previous lessons.
- Review the abbreviations students brought to class. Write the abbreviations and discuss them. Present these abbreviations:

  Ave. = avenue
  U.S. = United States
  jr. = junior
  sr. = senior

  Tell students that some of the abbreviations are capitalized while others are not. Some, such as street and avenue, would be capitalized when used with a street name, but is lowercased when used alone.
- Present the following new words:

  Sunday
  Monday
  Tuesday
  Wednesday
  Thursday
  Friday
  Saturday

- Write these words on a chalkboard or piece of paper and have the students repeat them aloud several times. Drill through the word cards several times.
- Have students write the days of the week in cursive.
- Read aloud to students.

At home: Students should drill through word cards made in this lesson.

LESSON 44

Objective: This lesson will continue practice with days of the week and will review capitalization, plurals, punctuation and abbreviations. New vocabulary words will be added.

Getting started: Have students turn to the comics page in The Fresno Bee and find one strip written in all-capital letters and one which follows correct capitalization rules. Discuss the rules as students look through the comics Rewrite several sentences from the all-capitals comic on the board and show students how different they look when done with correct capitalization rules. Have students notice how much easier sentences are to read when capitals are used only in the correct places.

Activities:

- Review the days of the week word cards.
- Review earlier abbreviations and any new abbreviations students ask about. Ask if students have seen any abbreviations or symbols they don't understand.
- Present the following new words:

January	February	March
April	May	June
July	August	September
October	November	December

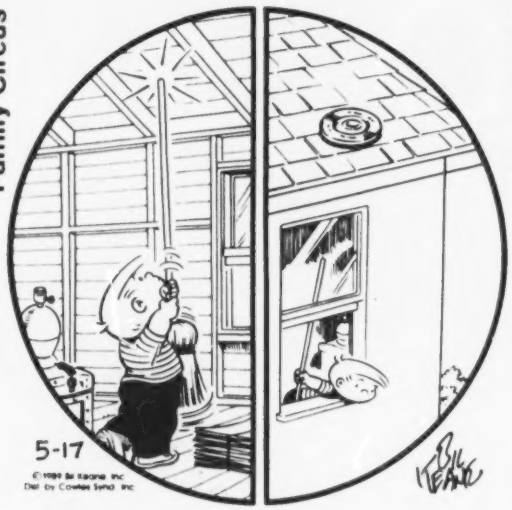
Read these months aloud after writing them on a board or piece of paper. Have the students write the words on index cards and then randomly drill through them.

- Review capitals and their use in proper names. Point out the capital letters in the months of the year.
- Have students read through The Fresno Bee and try to find and then cut out the names of each month.
- Read aloud to students.

At home: Students should drill through earlier vocabulary and review the months of the year. They should practice writing the name of each month at least twice in cursive.

The comics page

Family Circus

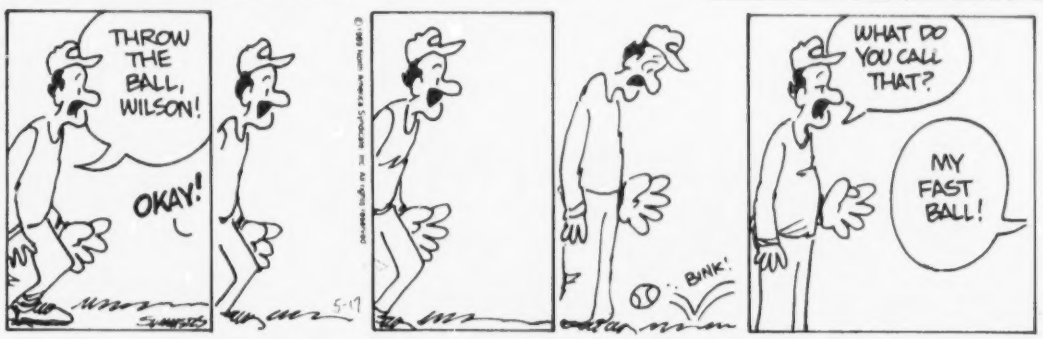


Marmaduke

"His tail is always partying."

Marvin

The Middeltons



LESSON 45

Objective: This lesson will review the days of the week, months of the year, polysyllabic words and abbreviations. Number words will be introduced.

Getting started: Have students look at the Tempo section of The Fresno Bee and find examples of numbers written as numerals. They should circle at least 10 examples. Have students look for a mix of large and small numbers.

Activities:

- Drill through the months cards.
- Drill through earlier vocabulary, weekdays, abbreviations and polysyllabic words.
- Present the following number words:

one	six
two	seven
three	eight
four	nine
five	ten

Put these words on the board and have the class read them aloud several times. They already will be familiar with some of these words from their first sight word lists. Present these new words, too:

penny
nickel
dime
quarter

- Have students write all the new words on cards and then drill through them.
- Have students practice making oral sentences using these new words.
- Have students try to find at least one of the number or coin words in a headline in the newspaper. Have them circle any examples they find.
- Read aloud to students.

At home: Students should drill through the new number and coin word cards and practice writing the new words at least twice in cursive.

67 timesavers from an organizing pro

By SANDRA TOMPKINS
Bee staff writer

Deniece Schofield says she can change your life and organize your home with coffee filters, toilet bowl brushes and ice-cube bins.

The nationally recognized home-management expert [illegible]

13. Use filters to easily remove makeup or nail polish.

14. Because it is so absorbent, a coffee filter is great for wiping out bathtub scum.

15. Damp filters will pick up nearly invisible glass shards [illegible]

Exercise benefits: A quiz

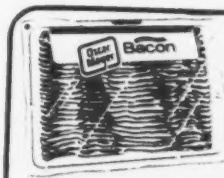
By BILL LAITNER
Knight-Ridder Newspapers

Harvey Simon, M.D used to be the kind of doctor he says is all too common. He knew a lot about medicine but little about health.

A dozen years ago, when he was 34, Simon was 26 pounds overweight, had high blood pressure and a cholesterol level of nearly 300, despite a low-fat diet. He had a high-stress job and showed it.

Simon is at 168 pounds, his [illegible]rmal and his

Oatzels Oat Bran Pretzels 1.99
16 Ounce Package
Eggo Oat Bran Waffle 1.79
11 Ounce Package-Frozen



OSCAR MAYER
SLICED BACON
16 OZ. PKG.
2.19
CENTERCUT...12 OZ. PKG. 2.19

LESSON 46

Objective: This lesson will review the days of the week, months of the year, the first 10 numbers and the coin words. It will introduce more number words.

Getting started: Have students look through the advertisements in The Bee and circle all the words they find that have to do with money. The words students circle can deal with sales or specials, or they can express numbers. Discuss the numbers students find.

Activities:

- Randomly drill through the earlier number and coin words.
- Briefly drill through the days of the week, months of the year and earlier polysyllabic words.
- Give students the following new number words:

(ten)	seventy
twenty	eighty
thirty	ninety
forty	(one) hundred
fifty	(one) thousand
sixty	(one) million

Write these words on the board and have students pronounce them several times as you point to them. Have students write the numbers on index cards for future drills. Explain that each of these words can be used and spelled out with other numbers. The word "thousand," for instance, might be seen in print as "ten thousand." Tell students that they will see most large numbers written as numerals instead of words. In The Bee, and most newspapers, they will see all numbers larger than nine written as numerals unless they appear at the beginning of sentences.

- Drill through these new number word cards.
- Have students practice making oral sentences with these new words.
- Do oral reading.

At home: Students should drill through the cards on the new number words. Have them listen for these words in speech and look for them in signs and headlines in The Bee (hint: stories about the federal or state budget are good places to look for large numbers). Have students be ready to tell where they saw or heard these words at the beginning of the next class.

Chicken and Shrimp El Grande is a special variation of Chicke

Italian or So

Two ways
to prepar
skillet en

Just before serving, sprinkle
with mozzarella cheese.
pe, prepared and served
table skillet, is ready
hanks to convenience
as seasoned, fla-

Chicken Skillet Italiano
pe with a dual personality

Shrimp El Gra

Magnavox Remote Control Compact Disc Player with Four Times Oversampling
- four times oversampling digital filter
- 9-function remote contr

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Fisher-Price
BLUE FABRIC
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One-hand safety system, adjusting belts. To 40 lbs.

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Never

A firsthand look at perils of

By GUY KEELER
Bee staff writer

Every Friday and Saturday night at 10 o'clock, two young people arrive at Valley Medical Center for a sobering glimpse of what can happen when people drink and drive.

For four hours, they are required to watch [illegible] in the hospital's emergency

1,000-word summary of his or her visit an report back to Larue.

Nurses supervise all visits but do not try t sugarcoat the experience. Their goal is t point out the dangers of alcohol abuse ar show what can happen when someone d cides to drink and drive.

"When you're young, you think nothing going to happen to you," said Kelly Ramir 21, a program participant who changed h thinking after seeing the battered face of [illegible] driver who was brought into t

LESSON 47

Objective: This lesson will review the days and months, the first 10 number words, the coin words and the most recent number words. It also will introduce more number words and teach students to write these long numbers as numerals.

Getting started: Have students look through the A-section and Metro section of The Bee and circle the longest number (written in numeral form) they can find. Discuss the numbers students find and show on the board how they would look written as words.

Activities:

- Randomly drill through the most recent vocabulary words and number words.
- Quickly drill through the earlier number and coin words.
- Give students the following new number words:

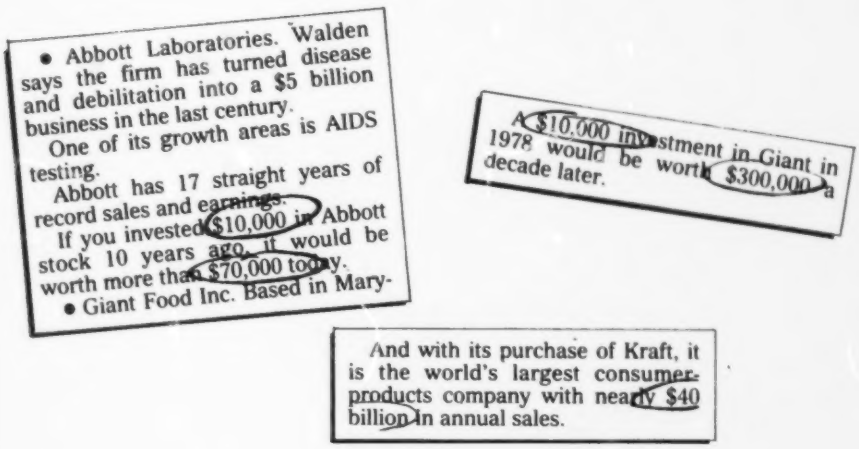
(one hundred)	ten thousand
two hundred	(one) hundred thousand
five hundred	one million
(one thousand)	ten million
five thousand	one billion

Write these words on the board and have the class read them aloud several times. Have students write these new numbers on index cards for future drills. The numbers in parentheses are bases to start the larger words or word groups. Many of these large denominations will be unfamiliar to students because they generally have not had much exposure to numerals (since they have had little exposure to written material).
Explain as simply as possible that each higher denomination adds another zero or another digit. Give students the numerals as well as the words. The mathematics behind these words and numbers will take much longer for them to understand, so keep your explanation as simple as possible for now.

- Practice making oral sentences with these new words. Drill through the word cards for these new number words.
- Have students look through The Bee to find two of the largest numerals they can. Help them figure out how the numbers would read if they were written in words. Have students write down the numbers they find and the words they are changed to.

• Do oral reading.

At home: Students should drill through the new number cards. They should practice changing the words to numbers by turning the cards over and writing the numerals on the other side. Encourage them to have someone at home help them with this task.



• Abbott Laboratories. Walden says the firm has turned disease and debilitation into a $5 billion business in the last century.

One of its growth areas is AIDS testing.

Abbott has 17 straight years of record sales and earnings.

If you invested $10,000 in Abbott stock 10 years ago, it would be worth more than $70,000 today.

• Giant Food Inc. Based in Mary-

A $10,000 investment in Giant in 1978 would be worth $300,000 a decade later.

And with its purchase of Kraft, it is the world's largest consumer-products company with nearly $40 billion in annual sales.

LESSON 48

Objective: This lesson will reinforce the number words and will introduce sports words.

Getting started: Have students look through The Bee's Sports section. Ask students how many different sports are included in the section. Explain that the section covers different sports according to the time of year; for instance, football is covered heavily in the fall and baseball in the summer. Have students name the various sports they run across in stories and pictures. Make a list of them on the board.

Activities:

• Drill through the newest number word cards and review the order that the numbers go in as they get higher. Review the numerals that go along with the words.
• Quickly drill through the earlier groups of words and polysyllabic words.
• Give students the following new sports words:

athlete	race
ball	score
baseball	ski
basketball	skiing
football	soccer
halftime	team
quarter	track

Have students read these words aloud several times after you put them on the board. Then have students write them on index cards. Drill through the cards.
• Have students look again at The Bee's Sports section and try to find as many of the new words as possible. Students should circle the words they find. Discuss the words and where they were found in the section. Encourage students to read the surrounding words and phrases.
• Do oral reading.

At home: Students should listen to sports reports on television and radio and see how many of the new sports words they hear. Have them drill through the sports words independently.

Horse racing

Golden Gate

Saturday
Weather clear, track fast
FIRST — One mile, maiden 3-year-olds, claiming, purse $10,500 — 4.80 3.20 2.80
Go Go Art, Hansen — 4.20 4.20
Lord Underwing, Gavidia — 5.80
Prestigious Pet, Campbell
Time — 1:36 3/5
Also ran — Perky Debonair, Knotbender
Winged Axe, Foreign Sun, Feisty Bambino, Don Jose
Scratched — 1 1/16 miles, 3-year-olds,

Late-race bump decides Indy 500

Unser goes to wall, Fittipaldi to win

By GAYLEN LUMLEY
...orts writer

Emerson Fitti- ...quotable

year at the Meadowlands in New Jersey, but he dismissed that.

At the Meadowlands, Unser won after knocking Fittipaldi into the wall while trying to pass him for the lead.

Expos' Gross handcuffs Giants

Associated Press

SAN FRANCISCO — Kevin Gross fooled everyone with his pitches ... in the ... ay night, including his catcher

game in a Montreal Expos ...reat of his own making to ...eat San Francisco Giants ...ikeouts, one short of his ...ree wild pitches.

French Open serves ideals to tenn

Bee news services

Liberty: the Soviets want their prize money. Equality: the men's game is enjoying a refreshing parity. Fraternity: umpires round the world say players are behavi... better all the time.

As France ...

Tennis roundup

Chris Evert Navratilova's ...

the last American ... ago.

The women's dra... ed by the sport's ... and Gabriela Sabati... Graf, already Au...

Bowling

PBA Fresno Open

FRESNO, Calif. (AP) — Results Saturday from the stepladder finals of the $125,000 PBA Fresno Open, with names, hometowns, pinfall totals and prize money:

1. Marc McDowell, Madison, Wis., 701 (3 games), $18,000.
2. Tony Marrese, Hilton Head I... S.C., 196 (1 game), $9,500.
3. Amleto Monacelli, Venezuela, ... game), $7,000.
4. Walter Ray Williams Jr., Sto... Calif., 446 (2 games), $5,500.
5. Curtis Odom, Winston-Salem, ... 187 (1 game), $4,500.

Playoff results

Game one — Williams d. ... 237-187.
Game two — McDowell d. W... 218-209.
Game three — McDowell d. M... 249-188.
Title game — McDowell d. ... 234-196.

Pitino agrees to coach basketball at Kentucky

LOUISVILLE, Ky. — New York Knicks coach Rick Pitino has informally agreed to become the University of Kentucky's basketball coach, according to a published report.

Pitino, 36, was expected to announce his decision Thursday at a news conference in Lexington, the Courier-Journal reported in today's editions.

The newspaper said its report was based on two unidentified sources.

Johnson planned coverup

TORONTO — Ben Johnson and his advisors planned in Seoul a coverup rather than publicly admitting the steroid use that cost the sprinter an Olympic gold medal, a federal inquiry was told Monday.

Dr. Jamie Astaphan said the meeting in the Seoul Hilton was held shortly after Johnson surrendered his medal last September.

Snow grabs NHRA title

ERWINVILLE, La. — Gene Snow, a veteran driver who failed to qualify in the season's first two races,

LESSON 49

Objective: This lesson will review the number words and sports words, and will introduce new shopping words.

Getting started: Have students look through the ads in the Metro and Tempo sections of The Bee to notice how many different types of stores are represented in advertisements. Help students read the names of the stores. List the various types of stores on the board. The following are possible categories:

grocery
tire
furniture
jewelry
nursery
women's fashions

Activities:

- Drill through the new sports word cards.
- Quickly drill through the earlier word cards.
- Give students the following new shopping words:

bargain	manager
cashier	open
center	sale
closed	save
customer	service
food	special
grocery	store

Have the class read these words aloud as you put them on the board. Then have them write the words on index cards. Drill through the new word cards.

- Have students find as many of these new words in The Bee as they can. Have them circle the words as they find them. Encourage them to read the surrounding words and phrases.
- Do oral reading.

At home: Students should look for as many of these words as possible on written material at home (advertising material and catalogs that come in the mail are good sources) or on signs in stores and malls. They also should drill through the new shopping word cards on their own.

LESSON 50

Objective: This lesson will reinforce the most recent new words and will add useful emergency words to students' collections. It also will review the Part II vocabulary.

Getting started: Talk with students about accidents and emergencies and the information they need during these times. Discuss the emergency or accident situations in which reading would be helpful or even life-saving. Have students look in The Bee for stories about emergencies or accidents. Help students read the stories and discuss them.

Activities:

- Drill through the new shopping word cards.
- Drill through the sports word cards and any number words that need reinforcement.
- Give students the following new emergency words:

ambulance	ladies
alert	men
caution	phone
doctor	poison
directions	police
emergency	restroom
fire	room
first aid	telephone
help	warning
hospital	weather

Have the class read these words aloud several times as you write them on the board. Then have them write the new words on index cards. Drill through the cards.

- Have students find as many of these words in The Bee as they can. The Metro section's "Emergency log" is a good place to start looking. Ask students to think of other words they know that relate to emergencies or accidents.
- Give students a brief overview of the past section. Remind them how far they have progressed; that in Part I they learned the letters and their sounds and in Part II they have learned how to put the sounds together into syllables and words, and read them. Part III will continue with vocabulary and will begin work with reading

LESSON 50 *Continued*

and writing phrases and sentences.
- As an overall review, randomly drill through the Part II word cards.
- Do oral reading.

At home: Students should look and listen for any of the new emergency words. Good sources: the front section of the telephone book; television and radio news.

PART III

SIGHT WORDS

Part III

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INTRODUCTION/PART III

Part III begins with a review of the concepts covered in Part I and Part II and then continues with more vocabulary development and practical reading: more on alphabetization, using advertising, reading maps, using indexes, categorization, writing basic letters and filling out forms.

Part III is designed for students who have some basic reading ability but who need vocabulary practice and work on practical reading.

Each lesson should continue to include a period of oral reading. What you bring to read aloud in class will depend on your students' interests. Ask them what they would like to hear. Try to vary the diet -- from magazine articles to books to poetry. As you progress through the Part III lessons, encourage students to use the oral reading period to read aloud themselves.

LESSON 51

Objective: This lesson will review Part I and Part II and will explain the differences between words, phrases and sentences. It will be the first of several lessons in which students will begin reading and writing sentences.

Getting started: Tell students that you will be reading headlines from The Fresno Bee. They should listen to the headlines and guess what the stories are about. Read a few of the shorter articles to the class. Ask students to suggest additional headlines for these stories.

Activities:

• Review the material covered in Part I (letters and their sounds) and Part II (syllables, words and word groups). Go over the concepts orally and drill through the word cards to see how much more practice students might need on Part II vocabulary. Don't hesitate to review if necessary.

• Review the concept of sentences and explain that we write in complete sentences but do not necessarily speak in complete sentences. Tell students that they are about to begin reading and writing simple sentences. They will need the following definitions.

Words are combinations of letters that are put together to express thoughts and ideas.

Phrases are groups of words that go together and make sense. Phrases are parts of sentences but are not complete sentences.

Sentences are groups of phrases and words that go together and express a complete thought.

• Introduce verbs, the words that express action in sentences. The following are some examples of verbs:

work eat learn read buy

Have students think of several verbs they know, and write these on the board. Have them put these words on cards and label them with a "V" in one corner or by writing "verb" someplace on the card.

• Explain to students that complete sentences have subjects and verbs. Subjects usually perform the action in sentences. For example:

Joe works.
Students learn.
Dogs bark.

- Have students think of as many two-word sentences as they can. Have them write several of these in their notebooks. Go over these sentences and point out the subjects and verbs. Have students label the subjects and verbs in the sentences.
- Have students select 10 headlines in The Fresno Bee that can be shortened to two-word sentences. Students should cross out words and leave only a subject and a verb. Compare with others in the class.

At home: Students should listen for two- and three-word sentences. Ask them to have one sentence ready to share at the next class.

LESSON 52

Objective: This lesson will continue work with words, phrases and sentences by giving more examples. It also will review basic punctuation students learned in Part II.

Getting started: Have students look at the front page of The Fresno Bee and discuss the elements that are found on the page. Lead the class in a discussion that includes the following:

Flag the printed name of the newspaper.

Folio line the date and place of the newspaper's publication.

Headline large type placed over a story that summarizes the story.

Byline the name of the writer or writers of the story.

Dateline the line at the beginning of an out-of-town story that tells where it was written.

Lead the first few sentences or paragraph of a story.

Column a row of type. The Bee's front page has six columns.

Art photographs, maps, illustrations.

Credit line the name of the person or organization that made or distributed the photograph, map, chart or illustration.

Jump line the line telling readers where a story is continued.

Cutline the line under a picture that gives information about it.

Index the "directory" to the newspaper; where readers can find regular features.

Using the front page, have students circle examples of each of the elements as you go down the list.

Activities:

• Go over the short sentences students were to have ready for class. Write them on the board and point out subjects and verbs.

• Review the definitions of words, phrases and sentences.

• Look at the sentences on the board and point out their ending punctuation — periods. Review the use of the period (at the ends of complete sentences).

• Review the comma as a separator in phrases or sentences: "He ate bread, cheese, meat and pickles." "She saw a monkey, a zebra, a giraffe and a snake at the zoo." Remind students that commas also are used to separate two independent clauses in sentences. For example: "Mary baked bread, and Tom made the salad." "She walked to the post office, but he jogged to the park." Have students think of short independent clauses that might be put

together with commas and "and" or "but."
• Have students find several short sentences on The Bee's front page that have commas as separators in a series or as separators between independent clauses. They may want to work in pairs for this activity.
• Have students write their own short sentences using periods at the ends and commas as separators in a series or between independent clauses.

At home: Students should construct two sentences. One should use the comma as a separator in a series, and the other should separate two clauses joined together with "and" or "but."

A hole new life

Rascals all?

The Fresno Bee

City eyes mandatory water meters

Violence erupts in Argentina

NATO ends summit on positive note

Angry mobs loot stores; 12 killed

Coelho being mum about 20 job offers

Rep. Claude Pepper, 88, seniors' champion, dies

Woman paralyzed in Yosemite accident awarded $13 million

Inside

BEST COPY AVAILABLE

LESSON 53

Objective: This lesson will give students more practice reading and writing sentences and groups of words. It also will introduce the concept of "reading for comprehension."

Getting started: Ask students what kinds of questions are generally answered in a news story. As they respond, write those questions on the board. Help them reduce their questions to the "5 Ws and H":

who?
what?
when?
where?
why?
how?

Tell students that there are several writing styles used in the newspaper, but that all news stories answer the 5 Ws and H and are based on facts.

Have students look for international news in the first section of The Bee. If they have difficulty reading all the words in the headlines or articles, have them look for photographs or maps that are about a topic in a foreign country. Ask the students to answer 5 Ws and H using the information from the international stories. The answers do not all have to come from the same article.

Activities:

- Go over the sentences students were to have written for class. Write several on the board. Ask students to try reading them aloud.
- Review the definitions for words, phrases and sentences.
- Review the use of the period at ends of sentences and the comma as a separator in a series and between independent clauses of sentences.
- Have students turn to a pre-selected, short, easy story about an international topic. Tell them that they are now going to begin "reading for comprehension" — that is, they are to figure out not only what the words in the sentences are, but also what the words mean. Have students take turns reading the sentences in the story. Help them with vocabulary if necessary. After they have read far enough, have students begin explaining what they have read. They should be able to answer the 5 Ws and H about the story.
- Ask students to work in pairs and find short stories to read and

explain to the class. Move around the room to help with vocabulary if necessary. They should read their stories together and then convert what they say into their own words to tell the class, answering as many of the 5 Ws and H as possible.

- Briefly drill through the word cards.
- Do oral reading.

At home: Students should listen to news stories on TV and radio and try to convert these into their own words to share with the class.

LESSON 54

Objective: This lesson will continue practice with reading short news stories, figuring out their vocabulary and explaining and evaluating what they mean.

Getting started: Go through The Fresno Bee's front section before class and list all the datelines of national news stories. Put these on the board and ask students to go through the paper and match the major news stories with the cities they came from. After students have given their answers, go through the front section with them to find the national news stories. Read the leads (first paragraph) of the stories slowly so students can follow along. Discuss the importance of the stories they have just heard.

Activities:

- Go over the summaries of stories students were to listen for on TV or radio news. Have students share their information with the class.
- Give students the following new words for their index cards:

able	against	along
above	air	already
actor	airplane	also
address	airport	among
afraid	almost	angry

- Have students turn to a short, easy (pre-selected) story about a national topic. They should practice reading it with the help of a partner. They should study the story and its words silently for several minutes and then be prepared to read the story to the class. Call on several students to take turns reading the story.
- Help them with vocabulary, but let them get the answers to these questions on their own:
  - What did the story mean?
  - What was the main idea?
  - Why was the story written?
  - Where was the story written?
  - What was your opinion of the story?
- Drill through the word cards, concentrating on recent vocabulary.
- Do oral reading.

At home: Students should practice understanding and evaluating stories they hear on TV or radio. They should be able to summarize and answer questions about these stories for the next class.

Fiery Yeltsin tells Soviets Gorbachev poses a threat

By MICHAEL PARKS
Los Angeles Times

MOSCOW — In a fiery attack on Soviet President Mikhail S. Gorbachev, the radical populist politician Boris N. Yeltsin warned Wednesday that Gorbachev's growing power as [illegible] and general secretary of [illegible] could

Yeltsin charged that people are now worse off under Gorbach[illegible]

Bush fails to

■ Bush visits military cemetery near Anzio, A6

By LEO RENNERT
Bee Washington bureau chief

BRUSSELS, Belgium — President Bush began consulting with allied leaders Sunday on proposals to encourage reforms behind the Iron Curtain to cut new deals on conventional arms cuts and trade.

But on the eve of a NATO summit to showcase Bush's leadership, the president failed to break a bitter deadlock with West Germany over the future role of nuclear weapons in NATO's defenses.

West German Foreign Minister Hans-Dietrich Genscher urged Bush to show more flexibility and accept Bonn's view that NATO should "not be afraid of negotiations with short-range nuclear weapons."

British Prime Minister Margaret Thatcher sided with Bush on the issue, saying NATO would not be pressured into nuclear arms talks.

S. Korea radicals ordered to stop burning US flags

SEOUL, South Korea — South Korean authorities Thursday ordered radical students to stop burning U.S. flags at anti-American protests on college campuses and said that those caught would be punished. School officials were told to prevent students from defiling the Stars and Stripes, education officials said. Offenders face two-year jail terms under South Korean law. Radical students began a week of anti-American protests Monday in Seoul and other cities. They have repeatedly burned flags and effigies of Uncle Sam wearing the Stars and Stripes.

Gadhafi 'peace prize' will go to Mandela

LONDON — To the consternation of Western governments, Libya's Col. Moammar [illegible]

Waiting game in China

Pressure on as 100,000 march

By NICHOLAS D. KRISTOF
New York Times

BEIJING — About 100,000 people on foot and on bicycles streamed through the capital Sunday to demand more democracy and the resignation of Premier Li Peng. Police and soldiers made no move to interfere despite martial law restrictions and the government's strict warnings against demonstrations.

The students, who are increasingly aware of support from Chinese [illegible]

LESSON 55

Objective: This lesson will continue building students' vocabulary and will continue practice with reading comprehension and evaluation.

Getting started: Have students check the front page and the California page (A2) of The Fresno Bee for California news. Ask students to make a list of all the datelines. Combine the lists and assign a city for each student to locate on the state map on the weather page (A3). Find a story that has geographical references and discuss the locations with the class.

Activities:

- Go over the summaries of stories students were to have ready.
- Give the students the following new words for their index cards:

alarm	answer	apple
alike	anybody	artist
although	anyone	asleep
anger	anything	aunt
another	anyway	awful

- Have students turn to a short, easy (pre-selected) story about a California topic in The Bee. They should practice reading their stories with the help of a partner. (Make sure students do not always work with the same partner.) Have them read the stories for their meaning and then be prepared to share with the class. After they have figured out the words, have them read the stories to the class and explain them. Make sure they answer the following questions:

What did the story mean?
What was the main idea?
Why was the story written?
Where was the story written?
How can this story be summarized?
What was your opinion of the story?

- Drill through the cards, concentrating on the most recent words.
- Have students find another California story in The Bee. This story should be of their choosing and should be one that is short and can be interpreted easily. Have them read and study the story,

then share the information with the rest of the class.
• Do oral reading.

At home: Students should read and evaluate some kind of written information. It can be from the newspaper, from a book or from directions to something. They should bring their written information to the next class and be prepared to summarize it and explain it to the class.

LESSON 56

Objective: This lesson will continue building students' vocabulary and will continue practice with reading comprehension and evaluation.

Getting started: Tell students that local news is generally gathered by reporters who have regular beats — such as covering Fresno's city government, the police department, Fresno County courts, the area's hospitals or schools. Reporters collect information and either bring it back to the newspaper, where they write their stories, or use portable computers connected to The Fresno Bee by telephone. Have students read over the headlines and cutlines (the lines under photographs) in the Metro section of The Bee and discuss the various beats reporters cover.

Activities:

• Go over the written materials students read and evaluated at home.

• Give students the following new words for their index cards:

baby	barn	anywhere
bake	baseball	apartment
bakery	basket	appear
balloon	became	aren't
bandage	behind	arithmetic

• Have students turn to a short, easy (pre-selected) story about a local topic in The Bee. Have students take turns reading it aloud. Have the non-readers point to each word as it is read so they can follow along silently. All students should be reading for understanding of the story. Ask them to answer the following questions:

What did the story mean?
What was its main idea?
Why was the story written?
How can this story be summarized?
How might this story affect you?
Can you draw any conclusions from the story?
What was your opinion of the story?

Remind students that this kind of reading, evaluating and summarizing is a common, and important, assignment at many jobs.

• Drill through the word cards, concentrating on recent words.
• Have each student find a short, readable paragraph in a local news story to read for comprehension. These should be different paragraphs in different stories. Students should read the paragraphs silently until they can clearly read most of the words. On the board, list the headlines of the local news articles the students made their paragraph selections from. When everyone is ready, have students read their paragraphs to the class. Have students tell which headlines go with which paragraphs.
• Do oral reading.

At home: Students should find something in writing — a book title, a recipe, some directions, anything short — and bring it to the next class to read and explain.

LESSON 57

Objective: This lesson will continue practice with vocabulary and begin students' work with practical reading.

Getting started: Tell students that advertising is the act of calling public attention to products, services, needs and ideas through announcements called advertisements or ads. Advertisements are presented to the public through print or broadcast medium. The print media are newspapers and magazines, while the broadcast media are radio and television. If an ad is a good one, it will make the public aware of a product or service and also will convince the public to buy or use the product or service. Ask students to discuss any recent ads from TV, radio, The Bee or magazines. Have them tell what made the ads memorable.

Activities:

- Go over the written materials students brought to class to read and explain.
- Have students turn to the Metro section of The Bee to look at the display ads. The simpler and less cluttered the ads are, the easier they will be for students to read. Have students practice reading several of the ads so they can answer the following questions:
  - What is the ad for?
  - What is the information given?
  - How long does this special sale last?
  - What, if any, are the savings involved?
- Have students notice that many ads include telephone numbers. Show students how telephone numbers are read as single numbers and how they would go about calling these numbers if they wanted to. It may be useful here to tell students about area codes, the operator and directory assistance. Save a longer explanation of how to use the phone book for a later lesson.
- Drill through the word cards, concentrating on the newest words.
- Do oral reading.

At home: Students should look for a simple, readable display ad and bring it to the next class to read and discuss. This ad can be from The Bee or a magazine.

BACK IN SHAPE!

THE NICKEL CENTER

BEHAVIOR MODIFICATION THERAPY

IF YOU'RE PLANNING TO GO ON ANOTHER DIET, READ THIS FIRST.

HAVE YOU LOST WEIGHT ONLY TO GAIN IT RIGHT BACK? NOW YOU CAN LOSE WEIGHT FOREVER!

WITHOUT

Strenuous Exercise
Fad Diets
Habit Forming Drugs
Dietary Foods

Ask About Our Free Class

732-8746 Visalia 227-9229 Fresno

beverly fabrics

guaranteed lowest prices

Moonlight Sale, Thurs. Apr. 27, 7-10pm

Closed 6 to 7 pm Thursday to prepare for this big event

Thousands of Yards of Choice FABRICS

50¢ yd, $1 yd, $2 yd

SELECTED FASHION FABRICS 1/2 OFF

NOTIONS AND CRAFTS

Entire Stock PATTERNS 1/2 OFF

ALL BUTTERICK, VOGUE, McCALLS & SIMPLICITY

FREE YARDSTICKS
To the first 50 customers

FREE COATS & CLARK'S
Needle Assortment
To the first 100 customers

FREE COOKIES
to give
"encouragement"
to shop

SALE CONTINUES THROUGH MONDAY
But we urge you to shop during Moonlight hours for best selection!
STORE HOURS

beverly fabrics

FRESNO
3063 E. ASHLAN AVE.
FRESNO, CA 229-3438
9:30-7 M-F
9:30-6 SAT.
12-5 SUN.

CLOVIS
625 4th STREET
CLOVIS, CA 297-1174
9:30-6 M-SAT.
12-5 SUN.

LESSON 58

Objective: This lesson will continue practice with vocabulary and ad reading. It also will introduce students to map reading.

Getting started: Have students turn to the weather map on Page A3 of The Fresno Bee. Review the information provided on the page.

Activities:

- Go over the ads students brought to class to read and explain. What do they say? Why is the information in them important?
- Review ad reading and telephone numbers. Have students look at several more display and classified ads, and practice reading. If the classroom has a telephone, practice dialing telephone numbers in the ads. Students can ask simple questions about advertised information when they call these numbers. If no phone is available, have students tell what questions they would ask if they called.
- Have students look at the weather map in The Bee, and show them the maps of California and the United States. Explain the directions of north, south, east, west and point out the major cities in California, especially San Francisco and Los Angeles. Ask students to read temperatures for various cities in California. If a national map is available, show California's location in respect to the other states.
- Drill through the word cards, concentrating on newest words.
- Do oral reading.

At home: Students should watch the weather report on TV and pay attention to the maps they see.

LESSON 59

Objective: This lesson will continue practice with map reading.

Getting started: Ask students to go through The Fresno Bee and cut out every map in the day's paper. They should look carefully at each section, since maps can even be found in display and classified ads (look especially at the real estate ads). Have them separate the maps into the following categories:

Local: Maps from the Fresno and Clovis area.

State: Maps from anyplace in California other than Fresno and Clovis.

National: Maps from anyplace in the United States other than California.

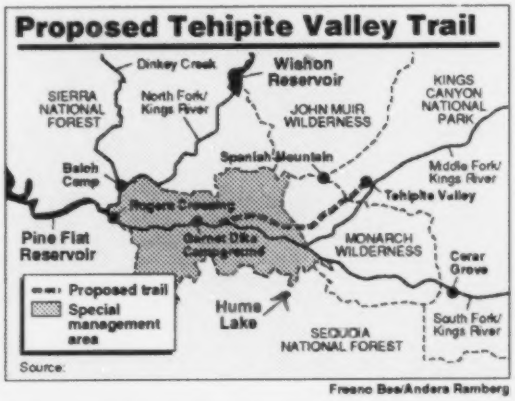
International: Maps from anyplace on the globe other than the United States.

Have students look at their local maps. Help them look for a local map that would include the locations of their homes. Some may find their homes on neighborhood street maps, but most will have to use city-wide maps.

Activities:

* Review the California map on The Bee's weather page (A3).
* Using a map of Fresno, go over the directions north, south, east and west. Point to the city's major streets: Blackstone Avenue, Shaw Avenue, Clovis Avenue, Freeway 41, etc.
* Briefly review classified and display advertisements.
* Drill through the word cards, concentrating on newest words.
* Do oral reading.

At home: Have students review maps in the newspaper.



LESSON 60

Objective: This lesson will continue practice with practical reading, working on such skills as map reading. It also will review vocabulary.

Getting started: Have students turn to the Classified section of The Fresno Bee. Explain that the classifieds have various categories and that each category has a number. A directory to all the categories is on the first page of each day's Classified section. Category 890 is "Automobiles for Sale." Have students read some of the shorter auto ads in this section and also have them look at the larger display type autos-for-sale ads.

Activities:

- Ask students to tell you the names of cars they would like to own. Help them find ads for these cars in the classifieds. Have them cut out two ads for the types of cars they want and paste them on a sheet of paper. Ask them to rewrite the important information about their cars below the ads they cut out.
- Continue with map reading. Review the California map. Introduce the national map and begin identifying the various states.
- Show students a city road map and explain its organization. It includes all the streets in the city and also local landmarks like parks. Show them how the map is divided by a grid and how the streets are listed alphabetically with a letter and a number to correspond with the street's location on the map. Have them look up several streets.
- Have students find a street name in a display ad in The Bee and look it up on the city map using the grid system.
- Do oral reading.

At home: Students should continue reviewing their word cards. Have them add 15 before the next class.

Ad Watch

DON'T WAIT AT HOME BY THE PHONE

Let Ad Watch get the messages for you. When you call to place a Fresno Bee Classified ad, just ask your Sales Representative about this convenient new service.

Notices and Announcements

Lost and Found 99
Notices and Announcements 100
Health Services 101
Attorneys 103
Professional Services 104
Person To Person 105
Personals 106
Instructions 110
Transportation 130
Moving, Storage 140
Travel Agencies 141

Real Estate

Homes, General 150
Homes, N.W. 155
Homes, N.E. 160
Homes, S.W. 165
Homes, S.E. 170
Home Builders 176
Condos 177
Manufactured Housing 178
Suburban Real Estate 179
Do-It-Yourself Housing 183
Lots, Subdivision 185
Ranches, Land 189
Foothill Property 195
Mountain & Lake Property 200
Coast Property 210
Out-Of-Town 211
Commercial, Industrial Property 216
Income, Investment Property 217
Building to be Moved 218
Real Estate Exchange 220
Real Estate Services 224
Real Estate Wanted 225
Real Estate Loans 230
Property Management 231

Lease/Rentals

Commercial, Industrial Property 250
Offices, Stores, Business 255
Ranches, Land 260
Houses Furnished 265
Houses Unfurnished, General 270
Houses Unfurnished, N.W. 272
Houses Unfurnished, N.E. 274
Houses Unfurnished, S.W. 276
Houses Unfurnished, S.E. 278
Apartments, Condos Furnished 280
Apartments Condos Unfurnished, General 290
Apartments, Condos Unfurnished, N.W. 292
Apartments, Condos Unfurnished, N.E. 294
Apartments, Condos Unfurnished, S.W. 296
Apartments, Condos Unfurnished, S.E. 298
Hotels, Motels 300
Rooms, Rooms With Board, Share Rentals 305
Out-Of-Town, Resort Vacation 310
Mountain and Lake 311
Suburban and Foothill 312
Coast Rentals 313
Miscellaneous 320
Houses, Apartments, Etc. Wanted to Rent 330

Mobile Homes

Mobile Home Parks and Spaces For Rent 355
Mobile Home Supplies, Movers, Repairs Storage 360

Financial

Business Franchise Opportunities 400
Money To Loan, Money Wanted, Trust Deeds 410

Employment

Trade, Technical Schools 440
Employment Resumes & Services 445
Employment Agencies 450
Employment Publications 451
Help Wanted 455
Help Wanted Medical/Dental 457
Help Wanted, Sales 460
Child Care, Nurseries 470
Work Wanted 475
Let A Specialist Do It 490

Miscellaneous

Yard Sales 524
Miscellaneous 525
Bargain Bazaar Sat., Sun. Only 526
Pools, Hot Tubs, Spas & Supplies 527
Household Goods 530
Appliances 535
Firewood 536
Antiques and Art 540
Stamps, Coins, Hobbies And Crafts 545
Jewelry 555
Cellular Phones 559
TV, Radio, Stereos, Recorders, Etc. 560
Communications And Electronic Equipment 561
Computers 562
Video Equipment 563
Satellite TV Dishes 564
Musical Merchandise 565
Office And Business Equipment 575
Restaurant Equipment 576
Photographic Equipment 570
Yard And Garden Supplies 580
Air Conditioning, Heating 585
Building Materials 590
Shop, Power Tools 595
Equipment To Rent 600

Pets/Livestock

Pets 650
Pet Supplies & Services 651
Equipment And Supplies 660
Poultry, Rabbits, Bees, Cattle, Livestock, Equipment And Supplies 665
Horses, Equipment, Supplies And Events 670

Farmers Market Place

Farm, Dairy Products Freezer Foods 700
Nursery Stock, Seed, Trees, Cuttings, Fertilizers 705
Hay, Grain, Pasture 715
Farm Buildings And Supplies 718
Farm Equipment, Parts 719
Auctions And Auctioneers 720
Farm Equipment Rental 721
Miscellaneous Farm Services 725
Pumps, Irrigation Equipment 730
Construction Equipment, Machinery and Repairs 735

Recreational

Aircraft, Flight Instruction 775
Sporting Equipment 785
Utility Trailers 787
Motor Homes 790
Travel Trailers And Campers 795
Dune Buggies Snowmobiles 800
Bicycles 801
Mini Bikes 805
Motorcycles, Trail And Boats And Marine Supplies 815

Automotive

Auto Care/Repair Guide
Antique, Classic Cars & Parts 860
Custom Sport Specialty Cars Parts And Speed Equipment 865
Trucks, Buses, Truck Trailers 870
Auto Rental 875
Autos, Pickups, Trucks Wanted 876
Pickups, 4-Wheel Drive, Utility Vans, Etc. 880
Financing, Insurance 885
Automobiles For Sale 890

The following classifications and ads require prepayment: 105, 106, 305, 400, 410, 475, moving sales, out-of-... political ads, seminar ads, pay telephones, carnivals, travel ads.

860--Antique, Classic Cars & Parts

FORD '35 4 DR $5500 '57 Ford Fairlane 500 2 DR Hard Top $3000 834-2924

FORD '59 Edsel, 4 dr Ranger, running cond, good body. $1200/or trade. 275-4742

FORD '57 Fairlane 500 Completely restored to stock. Wants $9000/best 222-3187

FORD '51 F100 PU good condition, new tires $1500 237-7509

'21 Ford Model T, sedan, rare center door collectors item, bill of sale from Harrah's. Must see. Dutch Chandler Motors, Kings Canyon at Academy 233-3861

FORD '29 Model A, 4 door, needs to be restored. $1600/offer 431-0734

FORD '61 Ranchero, custom built PU sell for $1500; 268-8168

'36 FORD School bus, rough but restorable. Serious only please. $1500 or best offer. 442-0417

'64 Ford T-Bird $400; (2) '63 Cadillacs $550; '51 Dodge truck $300. Offer. 299-4104

FORD '23 T street rod. New engine, lots chrome, $8200. 297-1134

MANY OLD CARS for sale. 1-582-4518

MERCURY '62 Comet. 5K mi on rblt eng. New clutch, tires. All orig. Great cond. $1300 firm. 834-2119

MERCURY '59 2 DR. Xlnt. cond. $10,000. 225-9083 or 255-4068 after 5pm.

MERCURY '67 COUGAR, 289, AT, good cond 229-7621

MGB '67 ROADSTER $3000 Call 229-5910

1930 MODEL A Phantom by Fancy, yellow,

870--Trucks, Buses, Truck Trailers

CENTRAL VALLEY GMC 2690 S. East Ave. 266-9531

CHEV '84 1 ton flatbed, loaded. Best offer. 237-8714

FORD 401 Deisel 6.6 Engine w/Allison AT 545 Trans; '88 model 9K mi. $5000. 688-7266 aft/6.

FORD '80 delivery truck, 15 ft box. $4000 or best offer. 431-2946

'55 FORD DUMP, needs work. $400. 299-2956

'70 FREIGHTLINER, 120" wheelbase. Grain & grape truck w/lob. See Clyde at Bronzon Equipment. 1-732-6081

'71 FREIGHTLINER 250 Cummins, 13 sp, very good cond, $6750/best offer. 661-7604

FREIGHTLINER '88 Parting out $4000 motor. Joe Dog $800 229-2135

Freightliner '76 3 axle, 335 Jake, $8,500/offer 834-1904

FRESNO TRUCK CENTER 2707 S. East Ave. 486-4310

GMC '75 $000. Cabover $1495 or best offer. Call Rick 264-4865 or 864-3702

GMC '73 10-wheel dump truck, 12 yd., 302 Detroit diesel turbo. Xlnt cond. $15,500. 686-7942 or 686-9204

GRAIN & almond trailers w/ 42" extension, wide bot toms. 864-8413 or 268-4152

IHC 1980 $1800, DT 466, 210HP, 24' 16' van body, ramp, 218" WB. Priced to sell. Ry-Den Diesel 441-7667

'74 INT'L 4300 Glider $2500; Eaton 2-spds on pad; $3500; log dolly, truck gear, air scales, 11x24.5, $4500; 683-2616 / 683-8177

Kenworth '77 Cabover, 1693

876--Autos, Pickups, Trucks Wanted

FRESNO TOYOTA
We buy clean cars
All makes & models
call Neil or Darrell
431-5400

AUTOS-PICKUPS any cond. $200 to $75,000. 225-9699

CASH FOR CARS OR PU. Fresno 348-9008

CASH FOR YOUR CAR, PU OR VAN. 275-8255

CLEAN CARS WANTED Up to $2000. 266-1616

WANTED '59 Cadillac. 294-8818 or 323-1766

880--Pickups, 4-Wheel Dr, Utility Vans, Etc.

BLAZER '86 SILVERADO Loaded with lots of options, low miles #197317 $13,099

J.H. SANDERS
2093 Winery, Clovis 291-7781

BLAZER '86 S10 4x4, xlnt cond must see $8100.

CHEV '87
BLAZER S-10 4x4
Cruise, Tahoe Pkg., custom wheels, #2K7B612. Price good thru day of ad.

$11,995

Rontells
NISSAN
Divisadero at Fresno St.
Downtown 233-3711

BLAZER '83 Tahoe. Fully extras,

880--Pickups, 4-Wheel Dr, Utility Vans, Etc.

CHEV '82 S10 PU. New motor, low mi., lots of extras. $3900 or offer. 431-8900 or 291-1042

CHEV '81 ¾Ton H.D. dual tanks. Good cond-needs eng. work. $1500 297-7516

CHEV '81 ½ ton Stepside, v-8, camper shell, extras $4,500 237-5849

CHEV. '80 Silverado Stepside. V-8, PS, PB, AT, AC, loaded, xlnt cond. $5000 firm. 998-7517

CHEV '80 LUV: 4 wheel drive, runs good, needs a little work, $800 Firm 225-4231

CHEV '80 Silverado 4x4 xlnt cond, must sell $5300/offer. 275-7649 or 485-3861

CHEV '79 Silverado SWB, AT, PS, PB, AC, tilt, cruise, PW, 80K actual mi. Like new, 350 eng. Must see. A steal! Only $3,650 297-4902

CHEV '79 Crewcab Silverado, duals, 454, T 10 ton, tow pkg, AT, PS PB A/C $5800 435-6327

CHEV '79 Silverado PU Loaded! Rebuilt eng. & trans., new rims & tires. $2500. Call 846-7668

CHEV '78 Cheyenne Stepside 1 owner, low mi, extra clean $4,800 275-3748

CHEV. '77 Silverado 4x4, loaded, Mint condition with '89 GM 350 eng. $5900 or offer. 275-6410

CHEV '77 VAN Conversion Good cond. $3000/best offer. See to appreciate! 252-4159 aft 6pm

CHEV '77 Scottsdale Xlnt. work truck. Needs minor body work. New tires $1800/offer 227-2041.

CHEV '77 LUV PU, custom, new motor, xlnt cond., $2000. Call 297-1964

CHEV '76 Suburban. 350, ½ Ton, dual air, trailer package, $4950 627-1219

CHEV. '74 ½ ton SWB PU, 4 spd., 41,

139

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LESSON 61

Objective: This lesson will continue practice with maps and will introduce using an index.

Getting started: Ask students to look at the front page of The Fresno Bee and locate the box labeled "Inside." Have them look it over and explain the contents of the index — a general listing of the topics in the newspaper and the pages where they are found. Read the listings and have students tell you where they think they would find information on each topic. Have them check their guesses by turning to the relevant pages in that day's paper.

Activities:

- Introduce indexes by referring to the opening activity. Have students find several parts of the newspaper by using the index on A1. Some things to look for are comics, television, deaths and weather.
- The front pages of each section of The Bee also have small indexes, located in the upper right-hand corner. Have students look for these indexes and then discuss how these are different from the index on A1.
- Review maps and their uses. Go over the states on the national map. Review the use of the city map and its grid system. Have students look up several more streets using the street list/grid system.
- Drill through the most recent vocabulary words.
- Do oral reading.

At home: Students should continue reviewing their word cards.

A hole new life

Rascals all?

The Fresno Bee

FRESNO, CALIFORNIA

City eyes mandatory water meters

Violence erupts in Argentina

NATO ends summit on positive note

Angry mobs loot stores; 12 killed

Coelho being mum about 20 job offers

Rep. Claude Pepper, 88, seniors' champion, dies

REP. CLAUDE PEPPER

Woman paralyzed in Yosemite accident awarded $13 million

Inside

SUNNY

Inside

Business	D1
Classified	E7
Comics	E6
Daybreak	E2
Editorials	B6
Entertainment	E4
Food	G1
Metro/Valley	B1-2
Obituaries	F8
Puzzles	E2
Sports	C1
Television	E5
Tempo	E1

SUNNY Details, A3

Today
High: 86 Low: 56
Yesterday
High: 82 Low: 51

Even-address watering day.

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LESSON 62

Objective: This lesson will continue work on map reading, vocabulary and using an index.

Getting started: Have the students refer to the skyline (the set of promotional boxes at the top of the front page) for references to any sports stories. Have students try to guess what's included in The Bee's Sports section, and write these down as they guess.
Then have them turn to the sports pages to see if they guessed correctly. Draw their attention to the diversity of sports covered in the Sports section.

Activities:

- Review map reading and have students look at the national map and review the states. Have them look at the city map and find several more streets using the list/graph method.
- Continue work on vocabulary and give students these new words:

aside	being	body
audience	below	born
autumn	between	boss
avenue	bite	bottle
babies	blow	breakfast

- Drill through earlier word cards, concentrating on the most recent ones.
- Review using an index. Students should use the front page index and locate the Tempo section, Business and Letters to the Editor.
- Have students read two or three short stories from the day's Sports section. Make sure stories selected have manageable vocabulary. Ask them to find: Who said something in the story? Who was an expert on the subject (if there was one)? Where did the information come from?
- Practice oral reading.

At home: Students should find a short, readable paragraph to bring to the next class to read.

LESSON 63

Objective: This lesson will continue practice with maps, using an index, vocabulary, and reading comprehension.

Getting started: Have students check the skyline for a summary of things featured in the day's Fresno Bee. Make a list of these topics and their page numbers. Have students describe the expected content of each story and why these stories will be found in particular sections of the paper.

Activities:

- Review the written materials the students have brought to class and have them read their paragraphs aloud.
- Continue work on map reading and review the states on the national map. Look at the city map and have students locate two stores which are featured in local advertisements in the newspaper.
- Continue work on vocabulary and introduce the following words:

bald	broke	buy
banana	brother	calf
bank	brush	camp
bar	build	cannot
barber	bunch	carry

- Drill through these new word cards and recent word cards.
- Review how to use an index. Students should find the Classified and Sports sections using the index.
- Have students read several short stories from the paper. Ask them the meaning of the stories. Who said something in the stories? What are the sources of information in the stories? How does this information affect us?
- Practice oral reading.

At home: Students should drill through newer vocabulary cards and practice reading.

LESSON 64

Objective: This lesson will continue practice with maps, using an index or table of contents, vocabulary, alphabetization and reading comprehension.

Getting started: Before class, go through the first section of The Fresno Bee and list all of the datelines from international stories. List these on the board and ask the students to suggest what major news stories would come from these countries. Then go through the first section and read the leads of the articles slowly so students can follow along. Have students discuss the importance of the news they have just read and how it may affect their lives.

Activities:

• Have students alphabetize the headlines of ten stories from the newspaper. The shorter the headline, the easier the assignment will be. This will be their first experience with alphabetizing something with more than one word.

• Continue work on map reading by reviewing the states on the weather map. Use the city map to look up two street locations from ads in the front section of the newspaper.

If there is a globe available, show students a map of the world and where the United States and California are in relation to everything else. Show them where the countries from the international stories in the paper are located. They may want to write down the names of countries.

• Continue work on vocabulary and introduce the following words:

base	catch	chew
bath	cattle	children
bathroom	center	choose
bean	chalk	circle
beard	cheese	class

• Drill through these new word cards and recent earlier word cards.

• Review using an index.

• Have students read two or three short front page stories. What did the stories say? Who were the sources? What did they mean? How could this information affect us?

• Practice oral reading.

At home: Students should drill through the newest vocabulary cards and practice reading.

LESSON 65

Objective: This lesson will continue practice with maps, vocabulary, alphabetization and reading comprehension.

Getting started: Have students check the front page index and the skyline of the Fresno Bee for anything relating to entertainment. Make a list of these on the board and include page numbers. Tell students that a movie, television, play or concert review represents only the opinion of the reviewer or writer based on that person's experience.

Activities:

- Continue alphabetization practice. Have students turn to the movie page and alphabetize the titles of movies appearing in one of the multi-screen theaters. Then have them alphabetize the names of 15 movie stars found on any of the movie ads.
- Continue work on map reading by reviewing the states on the weather map. Have them look up two more streets on the city map as referred to in local advertisements. Look at a globe or world map and have students add country names to their word lists.
- Continue work on vocabulary and introduce these new words:

beauty	climb	cost
bedroom	colder	cross
begin	color	dad/dy
beside	cool	different
brought	copy	doesn't

- Drill through these new word cards and other recent cards.
- Have students read a short movie review from the paper. What did the reviewer say about the show? What were the show's good and bad points? Would you go see this show?
- Practice oral reading.

At home: Students should drill through recent vocabulary words and place them in alphabetical order. Students also should practice reading.

LESSON 66

Objective: This lesson will continue practice with maps, vocabulary, alphabetization and reading comprehension. It also will introduce categorization.

Getting started: Before class, cut out a comic strip that has at least three frames and simple dialogue from The Fresno Bee. Make copies of the strip for students and then separate and rearrange the order of the frames of the comic strip and place them in envelopes for students. Distribute the envelopes and ask students to line the frames up in the proper order.
Help them decide on the correct order and why. When they are done, turn to the comics page and ask them to cut out several strips and keep all of the frames together. Have students briefly discuss why they chose these strips. Have them set these aside for later.

Activities:

• Continue work on map reading and use the city map to look up two more streets mentioned in local advertising in the newspaper.
• Continue work on alphabetization by having students alphabetize the names of the comic strips they cut from the paper.
• Introduce categorization to students. The paper is divided into sections, and other things can be divided this way as well. Have students look at their comic strips again. Ask them to think of a way their cut-out strips can be divided into two categories. Let them work on this independently, but suggest the following if they have trouble choosing categories:

1. single-frame/multi-frame
2. humorous/serious
3. adult-oriented/youth-oriented
4. about humans/animals/non-humans
5. continuing story/separate, non-serialized story

• Continue work on vocabulary and introduce these new words:

brand	done	feed
breathe	early	fight
broken	ever	floor
calendar	everything	follow
careful	everywhere	food

• Drill through the new word cards and other, more recent cards.
• Have students read two multi-frame comics for comprehension.

Ask questions about the content of the comics: What did they say? What did they mean? Were they funny? Why or why not? What would the next frames say if there were more?
• Do oral reading

At home: Have students look for categories or divisions in books or other written materials, and prepare to share these at the next class. Have them practice reading.

LESSON 67

Objective: This lesson will continue practice with maps, reading comprehension, alphabetization and vocabulary.

Getting started: Have students turn to the Food section of the Wednesday Fresno Bee. Have them name the various topics covered in the section and write these on the board. Have students check the front page index and skyline to see which elements listed on the board are important enough to be listed outside the Food section.

Activities:

- Discuss the categories students found from their homework assignment.
- Have students alphabetize the headlines found in four pages of the Food section. Have them also put the writers' names in alphabetical order.
- Have students review the national weather map and continue learning countries of the world by using a globe or world map.
- Work on vocabulary and introduce these new words:

chance	football	hate
chicken	free	haven't
continue	glass	here's
danger	ground	hurry
date	happen	hurt

- Drill through these new word cards and review other recent cards.
- Have students cut out words or pictures about foods from the newspaper and place them into categories. Have a class discussion on the types of categories that may be appropriate. Suggestions:
  - fruits/vegetables
  - fresh/canned
  - animal/plant
  - cooked/raw
- Have students read two short stories from the Food section for comprehension. What did the stories say? What did they mean? What were the sources of information? How might they affect us?
- Practice reading aloud.

At home: Students should work on alphabetizing and drilling through recent vocabulary cards, and should practice reading.

LESSON 68

Objective: This lesson will continue practice with vocabulary, reading comprehension and also will introduce letter writing.

Getting started: Have students turn to the Editorial Page of The Fresno Bee. Tell them that the editorial staff welcomes letters from readers and always reads the letters they receive. The letters help editors to measure reader reaction to materials published in the paper and also are a source of new ideas for readers.

Have students discuss the differences between facts and opinions and suggest ways of distinguishing which is which. Tell them that to make correct decisions, it is important to know which statements can be verified as facts and which cannot be proven and are just opinions. Have students listen to the following statements and declare whether they are facts (F) or opinions (O) without judging whether the statements are right or wrong:

1. Mike Stevens was elected mayor of the town of Noble. (F)
2. Mike Stevens' most important accomplishment as mayor has been to raise new money for highways. (O)
3. Noble has a popuiation of 50,000. (F)
4. Noble could increase its population if it had more attractive highways. (O)
5. Eight citizens of Noble were injured when a bus they were riding in turned over after sliding off an unpaved section of the highway. (F)
6. The driver of the wrecked bus should have his license taken away. (O)
7. One of the injured passengers had a cut that required 22 stitches at the emergency room. (F)

Activities:

- Have students review maps and continue learning other country names.
- Work on vocabulary and introduce these new words:

doctor	inside	late
dinner	key	learn
earth	kitchen	loud
elevator	knew	mad
flight	large	meat

- Drill through these and other recent word cards.

LESSON 68 *Continued*

• Introduce letter writing. Tell students that letters are written in a certain form, with the date and address at the top right, a greeting, the body, the closing and a signature. Show students examples of letters and tell students that there are two main types of letters: business and personal. Both are similar, but we will mainly concentrate on personal letters. Tell students that letters get to where they are going because they are addressed on the envelope in the following manner:

name
mailing address (number, street, box/apartment number)
city, state, zip code (and country if out of the U.S.)

Tell students that return addresses are put in the upper left hand corner or the backs of envelopes. Show examples of poorly addressed envelopes.

• Have students use the Letters to the Editor section of the Editorial Page to practice putting addresses, dates, greetings and closings in the proper order on letters. Ask students to cut out and paste the body of each letter from the newspaper to a plain sheet of paper, with room at the top and bottom. Have them write the date and a made-up address at the top right, a greeting above and to the left of the body, and a closing and made-up signature for the end. Have them properly address envelopes with the address of The Bee as listed on the Letters to the Editor page.

• Have students select a few of the Letters to the Editor to read aloud for comprehension. What are the writers' main points? What action do the writers' urge? What is your opinion of what the writers' say?

• Practice reading aloud.

At home: Students should think of something they'd like to say in a letter. Have them bring the name and address of a person they would like to write to to the next class.

LESSON 69

Objective: This lesson will continue practice with maps, reading comprehension, vocabulary and letter writing. It will introduce completing forms.

Getting started: Using copies of a Sunday edition of The Fresno Bee, have students locate sections of the Sunday newspaper that are not found in the weekday editions. List these on the board. Assign each student one of these special parts of the Sunday paper and ask for a brief explanation of the contents after a 10-minute preparation period. Help them with their reports and remind them that covering the five Ws may be helpful.

Activities:

- Review letter formation and content.
- Have students present the names and addresses of those they would like to write to. Have them write the openings, addresses and dates on the letters. Have them work on the body of the letter, with concentration on making it short and simple. If they are self-conscious about the letter, they do not need to mail it. Those who choose to mail letters should address their envelopes.
- Have students put their most recent word cards in alphabetical order.
- Have students review the map of the United States and continue to learn the names of other countries.
- Continue work on vocabulary and introduce these new words:

fruit	noon	remember
garage	o'clock	robber
gas	paid	running
half	pain	scissors
hospital	prize	scream

- Drill through new and more recent word cards.

Introduce how to complete forms. Forms are needed for application for employment, credit cards, post office boxes, marriage licenses, and for order forms and prize drawings. The following information is usually requested on forms: name; address; age; marital status; height; weight; employment history; education; references; and other information.

- Have copies of a legal employment application available for students and help them complete these. Check information for accuracy.

LESSON 69 *Continued*

- Have students select a story to read from the newspaper and ask the usual comprehension questions.
- Practice reading aloud.

At home: Students should look for blank forms in The Bee or magazines and bring some simple forms to the next class. Have students practice reading at home.

LESSON 70

Objective: This lesson will continue practice with maps, vocabulary, reading comprehension and in completing forms. Antonyms (opposite words) will be introduced.

Getting started: Have students look through a TV Week television guide found in the Sunday Fresno Bee. Each student should circle 15 words from headlines that have opposite words or antonyms.

Activities:

- Go over the blank forms students brought from home and have them complete these forms for practice.
- Have students complete any form that they find in the newspaper as practice. Make sure that the information the students put on the form is legible and understandable. Help them as much as is needed.
- Have students review maps of the U.S. and other countries of the world.
- Continue work on vocabulary and introduce these words:

I'd	second	someone
inch	sell	somewhere
lawn	send	special
meet	sharp	store
north	side	stormy

Drill through these and other recent new word cards.

- Discuss antonyms or opposite words. Have students think of opposites for the following words:

tall	black	easy	think
hot	long	narrow	yes
high	many	fat	busy

- Have students share the words they found in TV Week and the opposites for these words.
- Have students read an article from TV Week and ask the usual comprehension questions.
- Practice reading aloud.

At home: Students should think of five words and their opposites for discussion at the next class. Have students practice reading.

LESSON 71

Objective: This lesson will continue practice with vocabulary, reading comprehension, letter writing, form completion and antonyms.

Getting started: Have students review the newspaper for things they would like to buy by mail. Have them practice completing mail order forms, writing letters requesting these items, addressing envelopes and writing checks. These are practice and do not need to be mailed.

Activities:

- Discuss the words and antonyms students brought to class.
- Have students add these words and their antonyms to their notebooks:

pretty	smart	nice	eager
nervous	above	simple	young

- Continue work on vocabulary and introduce these new words:

ocean	store	tall
officer	strong	third
sunny	tomorrow	treat
press	surprise	tonight
questions	sweater	town

- Drill through these new and more recent word cards.
- Have students read a short article for comprehension and ask the usual comprehension questions.
- Practice reading aloud.

At home: Students should alphabetize and drill through the new word cards and should practice reading and writing.

LESSON 72

Objective: This lesson will continue practice with vocabulary, reading, form completion and antonyms. Synonyms will be introduced.

Getting started: Have students review the Tempo section from a Wednesday Fresno Bee and have them circle 15 words from headlines that have antonyms. They should write the antonyms above the circled words.

Activities:

- Review the alphabetized word cards students brought from home.
- Drill through newer word cards and introduce these new words:

radio	toy	ugly
rather	track	uncle
return	train	understand
safe	treasure	wake
sidewalk	trunk	wall

- Discuss synonyms which are words that have similar meanings. Tell students that "synonym" begins with the same sound as the word "same," and that's a good way to remember that they are words with similar meanings. For example:

kind-nice	work-business/occupation	short-low
ask-question	tell-explain	right-correct

- Have students think of several other synonym combinations. Have them look through the Tempo section and find five words that have possible synonyms.
- Review the antonyms students found at the beginning of class.
- Continue completing forms. Get samples of credit card forms for practice. These do not need to be mailed in.
- Have students read a medium-length story from the Tempo section and ask the usual comprehension questions.
- Practice oral reading.

At home: Students should look for more empty forms to bring to class to complete. Students also should think of five words and their synonyms for the next class and should practice reading and writing.

LESSON 73

Objective: This lesson will continue practice with vocabulary, reading, form completion, antonyms and synonyms.

Getting started: Have students look through the Business Monday section of the Monday Fresno Bee and find an article to read to themselves for about 10 minutes. Briefly discuss the articles after they are finished.

Activities:

- Complete blank forms students brought from home.
- Students should practice completing employment applications for practice.
- Continue work on vocabulary and introduce these new words:

soap	warm	window
sometimes	wastebasket	wonderful
station	weather	wrong
theater	west	year
thousand	wind	yesterday

- Drill through new and recent word cards.
- Go through several of the newer key word cards and give synonyms and antonyms for the words where possible. Discuss any synonyms and antonyms students might have thought of outside class.
- Have students read another article from the Business section and ask the usual comprehension questions.
- Practice reading aloud.

At home: Students should look through the newspaper and bring a story they would like to read to class next time. Students should practice reading and writing.

LESSON 74

Objective: This lesson will continue work on vocabulary, reading and form completion.

Getting started: Have students look through the Travel section from the Sunday Fresno Bee. Ask them to plan a vacation using their knowledge of geography and the ads for flights and cruises found in the Travel section. Students may use a map or globe to help plan their trips. Using prices in the ads, have students calculate their travel costs. Have students share why they chose their particular travel destinations.

Activities:

- Read over any stories students brought from home.
- Continue work on vocabulary and introduce these new words:

throughout	traffic	unless
thrown	tries	vegetable
tire	trouble	watch
toothbrush	twice	welcome
touch	unhappy	written

- Drill through new and more recent word cards.
- Review antonyms and synonyms.
- Finish completing credit card applications and employment application forms.
- Have students read an article from the Travel section for comprehension and ask the usual comprehension questions.
- Practice reading aloud.

At home: Students should drill through vocabulary cards as practice for the final review in the next class.

LESSON 75

Objective: This lesson will finish and review the lessons in practical reading and will review the vocabulary words from these lessons.

Getting started: Allow students several minutes to read whatever section of The Fresno Bee that they choose. Tell them they are welcome to fill out any forms, or work on puzzles.

Activities:

- Have a marathon drill through the word cards students have learned. Omit the earliest and easiest, most familiar words. Concentrate on the most recent words which need reinforcement.
- Review maps, alphabetization, indexes, categorization, antonyms and synonyms.
- Show your students how much progress they've made, and offer them your congratulations. Help your students make plans for the future. Will it be further education or a new job? Are they now eligible for a promotion or to take a test for a license? Help your student to set goals for the future. Learning is a lifelong process and the English language continues to change, and new words are added continually. With the skills they now have, the students should feel confident to achieve their goals.